DOCUMENT RESUME

ED 060 827 24 HE 002 979

AUTHOR Gamson, Zelda F.
TITLE The Relations Between Student Organizations and the Wider University. Final Report.
INSTITUTION Michigan Univ., Ann Arbor. Survey Research Center.
SPONS AGENCY Office of Education (DHEW), Washington, D.C. Bureau of Research.
BUREAU NO BR-0-0806
PUB DATE Jan 72
GRANT OEG-0-71-0572(508)
NOTE 189p.

EDRS PRICE MF-$0.65 HC-$6.58
DESCRIPTORS *College Students; *Groups; *Higher Education; *Organizations (Groups); *Student Organizations

ABSTRACT

This report presents the findings from a study of student organizations at the University of Michigan. Four religious groups, 5 political groups, 10 sororities and 10 fraternities were chosen to represent a range of groups within each of the types. The study was undertaken to determine (1) the impact of formal student organizations on their membership, (2) the diversity and similarity of group characteristics, (3) the recruitment process into these groups, and (4) the relations between the groups and the larger university. The study documents the variability among student organizations across types and within types. Attempts to understand the basis of similarities and differences among groups led to 2 major sets of findings: (1) groups develop different ways of integrating their members based on values, on the one hand, and affective ties on the other; and (2) groups' internal processes are connected with their relationships with the larger university. Bringing these 2 themes together, the study shows that value integration inside groups is related to a high sense of value difference with the university. Affective integration is related to interaction with other parts of the university. (Author)

ED 060827

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEH REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

Abstract

This report presents the findings from a study of student organizations at the University of Michigan. Four religious groups, five political groups, ten sororities and ten fraternities (Total Respondent N = 1889) were chosen to represent a range of groups within each of the types. Questionnaires were administered in the spring and fall of 1966.

The study was undertaken to understand (1) the impact of formal student organizations on their membership, (2) the diversity and similarity of group characteristics, (3) the recruitment process into these groups, (4) the relations between the groups and the larger university.

The study documents the variability among student organizations, across types, and within types. Attempts to understand the basis of similarities and differences among groups led to two major sets of findings. 1) Groups develop different ways of integrating their members based on values, on the one hand, and affective ties on the other. 2) Groups' internal processes are connected with their relationships with the larger university. Bringing these two themes together, the study shows that value integration inside groups is related to a high sense of value difference with the university. Affective integration is related to interaction with other parts of the university.

Thus, groups in the University setting are very much influenced by that setting. Different aspects of groups' relationships with the university--their sense of value difference and/or their degree of contact with the university--will influence different aspects of the groups as they attract, involve and influence members.

Final Report

Project No. 0-0806
Contract No. OEG-0-71-0572(508)

THE RELATIONS BETWEEN STUDENT ORGANIZATIONS AND THE WIDER UNIVERSITY

by

Zelda F. Gamson

Survey Research Center
Institute for Social Research
University of Michigan
Ann Arbor, Michigan

January, 1972

The research reported herein was performed pursuant to a contract with the Office of Education, U.S. Department of Health, Education and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

U.S. DEPARTMENT OF
HEALTH, EDUCATION AND WELFARE

Office of Education
Division of Research

TABLE OF CONTENTS

	Page
LIST OF TABLES	v
LIST OF FIGURES	vi
ACKNOWLEDGEMENTS	vii
THE RELATIONS BETWEEN STUDENT ORGANIZATIONS AND THE WIDER UNIVERSITY Introduction	1
Theoretical Focus of the Study of Student Organizations.	1
Theoretical Significance	4
Integrating the Social Psychological and Complex Organization Frameworks	6
Research Design and Data Collection	7
Analysis of Items from the Group Questionnaire	9
Participation	9
Cohesion	9
Concern of the Group with Impact on Members	11
Characteristics of Leaders	12
Interests and Values of Self Vis-a-Vis Other Group Members	12
Visibility and Permeability	22
Other Most Important Indices	24
Analysis of the Major Variables at the Group Level	25
Multiple Discriminant Analysis of Group Types	29
Relationships Between the University and the Groups	37
Summary and Conclusions	43
BIBLIOGRAPHY	46-47
APPENDIX A	48
APPENDIX B	57
APPENDIX C	154
APPENDIX D	159

LIST OF TABLES

Number		Page
1	Four Types of Subgroup Relationships with the University	2
2	Types of Relationships with the University Related to Other Group Variables	3
3	Intercorrelations Among Items in Rank and File Participation and Leadership Participation Indices .	10
4	Intercorrelations Among Items in Attraction and Commitment Indices	11
5	Intercorrelations Among Items in Pressure to Participate and Normative Pressure on Values Indices . .	11-12
6	Most Important Characteristics of President and Most Respected and Admired Person in Group	13
7	Intercorrelations of Interests and Values of Respondents and Respondents' Perceptions of Other Group Members	15-16
8	Number of Intercorrelations of .30 or Above of Interests and Values of Respondents and Respondents' Perceptions of Other Group Members, by Type of Group	21
9	Intercorrelations Among Items in Visibility and Permeability Measures	23-24
10	Inter-relationship of Affective Variables at the Group Level	27-28
11	Proportion of Group Members Classified Correctly on Basis of 28 Variables in Discriminant Analysis. .	34
12	Final Groupings for Analyses of Relationships Between the University and the Groups	38-39
13	Significant F-Values for Main Effects of Perceived Differences Between the University and the Group and Perceived Contact with the University and Interaction Between Them	40

LIST OF FIGURES

Number		Page
1	Correlations of .30 or Higher on Respondents' Perceptions of Other Group Members' Interests and Values: By Type of Group	17-20
2	First Two Discriminants Based on Twenty-Eight Variables	36

Acknowledgements

My greatest debt is to Gerald Gurin, who throughout the study has given me the encouragement, freedom and support to develop my interests in the university as a complex organization. He has been a constant colleague, a wise advisor, a responsive listener. Even more, at crucial stages Dr. Gurin has been able to take my muddled ideas and confused directions and help me to see the critical ideas which were worth pursuing. The Student Organization Study is a complex attempt to develop group measures which can be related both to psychological and sociological variables. It was Dr. Gurin who urged me to persevere in this search without sacrificing either clarity or complexity. To the extent that I have succeeded, he is largely responsible.

Many people have helped at various stages of the study. Teresa Levitin and Barbara Grossman joined me as first-year graduate students to develop the conceptual framework of the study. They also played a major role in designing the instruments, in conducting informant interviews and in administering the questionnaires. Alan Philbrook, and later, Caroline Player joined the staff as general administrators and foot soldiers. As the project proceeded, a number of student members of the participating organizations helped to answer questions, track down lost members, keep us informed about developments in their groups. Many of these people gave generously of their time.

Jeanne DiLoreto, Judith Cohen, Lawrence Adelson and Greg Eurich carried through the various stages of data analysis. Margaret Robison, Victoria Abdella, and Judith Baughn took on the secretarial chores at different times.

My thanks to all who have helped in the Student Organization Study over the years.

The Relations Between Student Organizations and the Wider University

Introduction

The Student Organization Study developed out of the Michigan Student Study, a longitudinal study of Michigan undergraduates directed by Gerald Gurin. For several years before the arrival of Dr. Gamson, the principal investigator, a number of attempts had been made to systematically study student subcultures. Since the conception of the broader study saw social interaction variables as focal intervening variables, a systematic investigation of student subcultures was very relevant to this central concern: that is, social interaction variables were framed as both independent variables--with student change as dependent--and as dependent variables--with subcultures as independent. While this was clear, the problem, as we have indicated, was how to define and measure student subcultures. The strategic decision was made, finally, to enter the field via formally organized student groups which were assumed to be representative of broader subcultures. It was recognized that the full flowering of any one subculture might not be caught in the net, nor would all the presumed subcultures in the university student community be represented in a particular selection of student organizations. The approach via formal student groups, however, offered the great advantages of (1) fairly clearly defined membership populations, (2) diversity among groups and, therefore, the opportunity for a sampling of diverse subcultures, (3) a way of objectively measuring variables which we thought to be important in the study of the impact of the university on students.

As we progressed in our thinking, we came to think of student organizations as important in other ways as well. We came to recognize, more explicitly than we had in the past, that the study of student subgroups would add to our knowledge about the range of conditions under which general propositions relating social interaction variables and student outcomes are valid within different group settings. We came to focus, also, on the different relationships of student organizations to the larger university setting, as they might define and direct the relationships within the groups and the impacts they had on their members. But before proceeding any further into the research design and the findings, it is important to understand in more detail the theoretical grounds from which the study of student groups flowed.

Theoretical Focus of the Study of Student Organizations

As we wished to examine the determinants and consequences of the student experiences in different organizations at the University, it was important that the groups, and the experiences students have in them, be characterized along conceptual dimensions which would permit comparison across groups. Underlying our analysis of the data is a theme which should be stated at the outset: we postulate that subgroups develop

in ways that are "appropriate" to their position and stance within the larger university, and that they have impacts which reflect their position. Put in another way, subgroups with certain relationships within the University will tend to develop certain kinds of values and relationships among members; these will lead to kinds of outcomes that are appropriate and understandable in terms of their relationship with the University. So, for example, our preliminary data indicate that subgroups with "extremist" interests, values, or behaviors--in a University which many students describe as liberal and moderate--tend to see themselves as "set against" the predominantly liberal, moderate thrust of the University. They tend to develop strategies of interacting within the University which isolate and protect themselves from the influence of the University. They develop norms and values which rationalize their differences with the University and internal patterns of relationships centered around maintaining their differences. As a consequence, we expect them to be highly selective in their choice of members and to emphasize socialization centered around maintaining their differences. These processes may have the effect, if successful, of insulating group members from those aspects of the University on which they differ and consequently of further isolating and dividing the group from the mainstream of the University.

Two key questions we ask about subgroups' relationship to the University are the extent to which they differ from certain institutional values and goals (e.g., academic and intellectual values, secularism, moderation in behavior), and the degree to which they communicate with various parts of the University. We can treat these questions as variables with high and low values and generate the following four types of relationships with the University.

TABLE 1

Four Types of Subgroup Relationships with the University

Interaction with the University	Difference with University Values and Goals	
	Low	High
High	"Cooperation" A	"Rebellion" B
Low	"Conformity" C	"Withdrawal" D

These four types of relationships with the larger setting lead us to make certain predictions about their functions for and the effects of the University on them. Groups of types A and C will be agents of the University; they will tend to socialize members in ways which promote the goals and values of the University. Groups of these types will be susceptible to influence from the University, although we expect that type A groups will also have some influence on the University in turn. Groups of types B and D, conversely, will tend to socialize members in ways which undermine University goals and values and will be less susceptible to University influence. Type B groups, because of their high interaction with some parts of the University, will challenge the larger institution in the areas of their disagreements. Other things being equal, they will be the major source of innovation from student groups at the University. Type D groups will be isolated enclaves; because they do not interact with the rest of the University, they will perform the function of "draining off" and insulating students who otherwise might challenge or leave the University.

Looking at these kinds of connections groups can have with the larger setting also enables us to relate them to variables within our other research objectives. We stated earlier that the relationships student groups have with the university are intimately related to the structures and relationships that develop internally. Below, in Table 2, we present some examples of the ways in which we would predict that group processes and effects would follow from the relationship of the group to the total University.

TABLE 2

Types of Relationships with the University Related to Other Group Variables

Illustrative Group Variables	Type of Relationship with University			
	A Cooperation	B Rebellion	C Conformity	D Withdrawal
Degree of recruitment selectivity	Very low	High	Low	Very high
Concern with impact on members	Very low	High	Low	Very high
Salience and solidarity	Very low	High	Low	Very high
Actual impact on members	Variable, some inculcation	Consistent, reinforcement & accentuation	Variable some inculcation	Consistent, reincorcement & accentuation

Theoretical Significance

Two traditions are particularly relevant to our work on student organizations--the social psychological study of influence and the study of complex organizations. We have already noted the place of our study within the social psychological tradition. Its major relevance to the literature on complex organizations lies in our attempt, under Objective D, to do what few studies of subgroups within larger organizations have done: to relate these subgroups to the larger structure of which they are parts. (Blau, 1957; Golembiewski, 1965; Scott, 1965). It is important here to reiterate the distinctiveness of our focus on subgroups. While there have been a number of studies of the impact of the total college on students, rarely has there been an interest in tracing the role of subgroups within any given setting. In their review, Feldman and Newcomb (1969) have found few studies of formal subgroups other than fraternities and sororities. They point out that some studies of the total college impact have found no change among students. Yet, upon closer analysis, it has been found that students in some subgroups do change while others do not. Those who change do so in different and sometimes opposite ways. For example, Nasatir (1965) found little overall change in male students' interest in world affairs after two years at Berkeley. When the total group of students was divided into different residence types, however, Nasatir found that fraternity men changed least while apartment dwellers changed most--with a general trend toward an increase in the level of interest in world affairs.

Other studies which find some effects of the whole college demonstrate that these effects can be shaped and modified in different ways by the subgroup memberships of students. Selvin (1963) compared males' changes in occupational choice in different residence units at Berkeley. Fraternity men, regardless of the level of their fathers' education, were more likely to change in certain ways (from engineering and medicine into law), while men living in other residence settings showed no consistent pattern of change. These differences can be understood in terms of group differences in cohesiveness and common culture. As Selvin puts it, the fraternities say something to their members about an appropriate career; cooperatives, at the other extreme, say nothing to their men about careers.

Within different curricula, Huntley (1965) found that there were different patterns of change on the Allport-Vernon-Lindsey Study of Values. After four years, students at Union College showed little overall change in theoretical, social and political values. This result masked the statistically significant changes in these values, both upwards and downwards, within the curricula subgroups.

On the other hand, Huntley was able to show that curriculum had no effect on economic, aesthetic, and religious values which did, indeed, change in certain directions for the entire group over four years at college.

Thus, some recent studies have begun documenting the significance of University subgroups. However, this focus on subgroups can also be

too narrow, neglecting the fact that the impact of subgroups is a function of their relationship to the total institution.

The theoretical framework of our study of student organizations leads us to see the significance of student subgroups in terms of a view of the University as a large-scale organization/community which has, as one of its major goals, the production of certain kinds of changes in its members. Organizations of this type have been labeled variously: "socializing," "normative," "developmental," "people-processing." (Etzioni, 1961; Wheeler, 1966) One of the major problems organizations of this type must face is how to maintain the commitment of the members whom it attempts to influence at a high enough level so that they can be responsive to the institution (Parsons, 1956).

One way of attaining high commitment is to allow into membership status only those who share the values and interests of the organization. But even with high selectivity, organizations must be constantly concerned with the <u>maintenance</u> of the requisite levels and kinds of commitment. In small colleges, particularly the elite colleges, the task is relatively easier than in large universities. Through institutional selectivity or self-selectivity, they are likely to attract students who initially share the college's values and goals. Through contact with and control over student relationships, they can more effectively reinforce and inculcate these values.

In a large, heterogeneous University with lower selectivity, the task is more difficult. It is especially difficult when the University represents values and demands which conflict with the pre-college experiences of some, or a large number, of its students. Thus, the University must face two problems which are less pressing for small colleges. It has less control via admissions policy or clarity of image over the kinds of students who enter and therefore will be dealing with some students who are in conflict with its values and demands. At the same time, it has fewer means available to socialize students. In other words, the University has <u>more problems</u> and <u>less control</u> than the small college.

The question is, then, how a University--with high academic standards and an atmosphere which is liberal, cosmopolitan, and intellectual--can socialize its students at all. The different subgroups at the University can be viewed as providing specialized solutions to the problem of integrating and socializing a large, heterogeneous student body. As we have noted, the "solutions" can be very different. For example, the conflict between some students' religious backgrounds and the University's secularism, or between students' social interests and the University's intellectualism can be handled, in the first case, by religious groups and, in the second case, by fraternities and sororities. These groups may accept the academic demands of the University. At the same time, they allow members to express and handle questions of values, self-definition, and interpersonal development.

For instance Flacks (Newcomb et al, 1967) has found that deviant students at Bennington who became associated with deviant subgroups were

less likely to drop out of the college than deviant students who were isolated from such groups. Isolated deviants, however, changed their attitudes more in the direction of college-wide norms than deviants associated with like-minded subgroups. We have found in our own study of University of Michigan students that male students who drop out from the University are more religious than males who do not drop out (Gurin, Newcomb & Cope, 1968). Given the University's secularism--and the frequency with which students mention religious confrontation and challenge in our interviews and questionnaires--we assume that high religiosity, particularly among males, indicates deviance at this particular institution. Therefore, highly religious males have a greater problem of adaptation than their less religious peers. One response to the problem is to leave the institution. Another response is to find like-minded friends and groups. Such an adaptation, we predict, is an alternative to dropping out. Religious students who join conservative religious groups, are, therefore, less likely to leave the University than equally religious students who have not become associated with such groups. On the other hand, highly religious students who are isolated from such groups are more susceptible to University influence and if they remain, are more likely to question and renounce some of their religious beliefs.

Some student groups may disagree with almost everything the University stands for, including its right to make academic demands. In most cases, such groups become isolated, encapsulated enclaves of little consequence to the functioning of the institution. However, in some cases, encapsulation does not follow, and these divergent subgroups come to challenge the University. Leftist political groups are recent examples; right-wing groups have been challengers in the past.

To summarize our argument: the large University makes academic demands and has a certain character which conflicts with the interests and values of some of its students. Large universities have weak power to socialize students. Student subgroups have socialization functions which in some cases support the University, in some cases oppose the University, and in other cases are neutral.

Particularly crucial are subgroups which focus on central identity issues for college students. In our study of student organizations we chose to study three areas which are of great concern to students--religious beliefs, political values, and interpersonal development. We have selected different groups which focus on each of these questions because we expect to find that they provide different answers to their members and different symbols to non-members. We expect that they will have different impacts and functions within the University.

Integrating the Social Psychological and Complex Organization Frameworks

Our point of departure is one that assumes the interplay of psychological and sociological factors. Thus, the solutions to certain organizational problems, as viewed in the previous section, can be seen as solutions to <u>individual</u> problems. The student coming to a large, complex

University is faced with the problem of integrating what he was before with what he experiences at the University. For some students, conflict is vivid and painful; for others, the problem is simply one of adding later experiences onto what is essentially a consistent core of values, skills, and interests. In other words, students differ in the degree of actual conflict between pre-college and in-college experiences. They also differ in the areas in which their pre-college experiences may conflict with college experiences. For some students, religion is a dominant area of conflict; for others, it is politics or social life.

The different subgroups at a University can be viewed from the perspective of the individual, as providing solutions to these problems facing students. In a general sense, they can provide a "home" for the student lost in an overwhelming maze of choices. For some students, association with a group--any group--serves the purpose. But most people and groups carve out selected interest areas. Groups differ also in the answers they offer to members. Some require or encourage students to drop their old values and interests; others allow students to keep many of their initial values and interests. Some groups admit and seek students who already share their interests; others actively seek to proselytize and convert those who do not initially share their interests.

The terms we use to describe subgroups' meaning for members are similar to those we used earlier to describe their meaning in the University setting. This is done deliberately, for we seek to examine group dimensions which are relevant to both points of view. Indeed, we see the impact on members and the impact within the University as intimately connected.

Research Design and Data Collection

At the time we began, there were close to two hundred student organizations at the University of Michigan which were recognized by the University of Michigan's Office of Student Affairs. Although the total pool of groups shifts from year to year, and even within years, most student organizations register with the Office of Student Affairs for access to meeting rooms and other amenities. Moreover, the majority of these student organizations (particularly the types of organizations we were to choose eventually) have a long life. Our first act was to get a list of student organizations from the Office of Student Affairs. The diversity of types was striking: academic clubs, nationality groups, clubs for any imaginable hobby, arts and performance groups, honor and recognition societies, every shade of political and religious group, fraternities, sororities, governing councils, and the like. We were not interested in taking a sampling of these groups. Our choice of the twenty-nine groups was deliberate rather than random. We wanted to choose student organizations which focused in different ways on major concerns of students. We therefore chose to study <u>religious groups</u> because students in our larger study frequently mentioned religious

challenge and confrontation at the University. We chose political groups because they play an important part in the life at the University and represent another major area of challenge to students. We chose fraternities and sororities because they provide solutions to students' concerns about interpersonal relationships and styles of life.

Eventually, we ended up with twenty-nine student organizations: five religious groups ranging from a fundamentalist Bible study-social group to a liberal multi-denominational ethical discussion group; four political groups ranging from extreme Left to extreme Right; ten fraternities and ten sororities differing in prestige, size, religion and other characteristics.[1]

Questionnaires were distributed at the end of the spring 1966 trimester and then at the beginning of the fall 1966 trimester. The questionnaires were in two parts: a "group" questionnaire which focused on the respondents' recruitment to, participation in, and perceptions of the groups; and a "background" questionnaire which directly paralleled the senior questionnaire from the broader study, with questions on experiences within the university, values, attitudes, friendships, biographical information, and so on.[2] At this time, and throughout the administration period, we also conducted "informant" interviews with at least two active members and current or past officers of most of the groups. These interviews, all of which were tape-recorded, enabled us to get a "feel" for the groups which would enhance the analysis of the questionnaire data, as well as to zero in on questions pertinent to each group which could not be asked in the questionnaires. We knew, for instance, that some organizations had recently undergone serious factional conflicts or had changed the directions of their programs and we could question informants about such matters in great detail.

Over the various types of questionnaires, we ended with a working sample of 1889, which represents an average return rate of 64%.[3] A careful analysis of the biases in the sample due to non-respondents indicated that many of the non-respondents from religious and political groups did not consider themselves members of what were extremely loose voluntary organizations.[4] It was generally true that the groups with the lowest return rates were the most avant garde sectors of the student body which also showed a pattern of low member commitment and participation and minimal effectiveness in reaching their goals: We discovered a clear bias in the left-wing political group toward the over-representation of recent, less active recruits. In other groups, the bias went in the opposite direction, where peripheral members were under-represented.

---

[1] See Appendix A for a full description of the selection procedures.

[2] See Appendix B for a copy of the questionnaires.

[3] A detailed description of the administration of the questionnaires and the return rates will be found in Appendix C.

[4] See Appendix D for various ways of assessing bias.

Analysis of Items from the Group Questionnaire

The first set of analyses of the group questionnaire was directed toward developing indices of group structure, values, and aggregated characteristics of members to be used as independent variables on which groups could be rated relative to one another. Although the actual content of the questions which go into making up these variables is different, the concepts that they are taken to represent are direct translations of peer-level concepts into the context of formally organized groups. In a few cases, some are uniquely group-level variables--e.g., visibility of the group and leadership characteristics.

Individual items for the total student organization study sample (with a total N of 1,889 for all respondents) were run to test for relationships among items, as a way of constructing multi-item indices of the key concepts discussed in the theoretical section earlier. These analyses are interesting in their own right, and the most significant of them are presented in the following pages.

Participation

What levels and types of participation do the students across all twenty-nine groups display? Two clusters emerge from a cluster analysis, indicating different types of participation. One, which we have called "Rank and File Participation," brings together such questions as the constancy of affiliation with the group (i.e. whether affiliation has been continual or intermittent), attendance at functions which are available to all members such as general meetings and social events, and the amount of time spent on group-related activities. Another cluster, related to the first but clearly independent, is a "Leadership Participation" cluster which shows high correlations among less available roles and activities: holding an office, attending committee meetings, going to conventions. Table 3 shows the intercorrelations among the items in the two clusters.

Cohesion

Using various questions tapping importance, satisfaction and loyalty, two clusters again emerge clearly, paralleling the two levels of participation. One, which we call "Attraction," brings together a general feeling of belongingness to the group, as indicated by feeling the group was important (or unimportant), was satisfying (unsatisfying), produced (or did not produce) a sense of belonging to it. Another cluster, "Commitment," implies a stronger, more active connection; a sense that one would work to save the group in the face of opposition from the outside and from member apathy, a feeling that one would want to belong to similar groups after college. (Table 4)

TABLE 3

Intercorrelations Among Items in Rank and File Participation and Leadership Participation Indices

	Index of Rank and File Participation			
	Continual vs Intermittent Contact	Attendance of General Meetings of Group	Attendance of Public Events of Group	Attendance of Social Events of Group
General Meetings	.33			
Public Events	.15	.31		
Social Events	.31	.50	.46	
Average Time Per Week Spent on Group	.44	.36	.30	.52

	Index of Leadership Participation		
	Present or Past Officer or Chairman of Committee	Attendance at Committee Meetings of Group	Attendance at Board Meetings of Group
Committee Meetings	.36		
Board Meetings	.46	.49	
Attendance at Conventions of Group	.08	.17	.26

TABLE 4

Intercorrelations Among Items in Attraction and Commitment Indices

	Index of Attraction	
	Importance of Group to Respondent	Satisfaction with Group
Satisfaction	.54	
Sense of belonging	.69	.56

	Index of Commitment	
	Belong to Similar Group after College?	Work to Save Group if threatened from Outside?
Save group if threatened from outside?	.47	
Save group if threatened by member disinterest?	.41	.68

Concern of the Group with Impact on Members

We thought originally that we would find a general factor tapping concern with group impact on members. On examining the data, however, we discovered that members distinguish between "participation pressure" and "pressure to share values." Two items on participation correlated .48 with each other but not highly with another set of items which clearly show a generalized normative pressure to share values, indicated by high correlations among the questions dealing with pressures on values and concern with influencing new members. (Table 5)

TABLE 5

Intercorrelations Among Items in Pressure To Participate and Normative Pressure on Values Indices

	Index of Pressure to Participate
	Group let R Know to Participate
Amount of pressure to participate	.48

TABLE 5 (cont)

Intercorrelations Among Items in Pressure to Participate and Normative Pressure on Value Indices

	Index of Normative Pressure on Values		
	Group let R Know Values	Degree of Pressure to Share Values	Directness of Concern with Influencing New Members
Degree of pressure on values	.48		
Directness of concern with influencing new members	.27	.17	
Degree of concern with influencing new members	.30	.25	.68

Characteristics of Leaders

We asked members to choose the three characteristics which most accurately described the president and the most respected and admired person in their group, from among a list which included the following choices: "Has most knowledge in group-related areas;" "Is extremely warm, sympathetic and understanding;" "Has ability to direct others;" "Has approval of and influence with people at the University outside the group;" "Personifies the ideal values of the group;" "Has time and energy to work and is obviously eager to participate;" "Is easy to get along with, friendly;" "Has very original and creative ideas;" "Represents what the average member is like;" "Has good physical appearance, athletic skill, savoir faire, family background;" "Is reliable." Table 6 summarizes the responses to these questions.

On the characteristics most associated with task performance--has knowledge, is good organizer, has time and energy, is reliable--the president is more highly rated. On socio-emotional qualities--is warm, friendly, personifies ideal values--the most respected and admired person is more frequently chosen. Research on small groups has documented the differentiation of leaders into task vs. socio-emotional specialists. This differentiation is supported by our data, and further analyses will trace the implications for group functioning and impact on members of differentiation vs. integration of these traits in the leadership of the different student groups.

Interests and Values of Self Vis-A-Vis Other Group Members

We devised several questions which asked members to rate themselves on a particular set of interests and values, and then to rate other group

TABLE 6

Most Important Characteristics of President and Most Respected and Admired Person in Group[a]

	President	Respected and Admired Person
Has Knowledge	35%	23%
Is Warm, Sympathetic	17	47
Is Good Organizer	55	35
Has Influence Outside Group	14	18
Personifies Ideal Values of Group	22	38
Has Time and Energy	55	34
Is Friendly	35	45
Is Original, Creative	12	16
Represents An Average Member	6	4
Has Good Physical Appearance, etc.	8	9
Is Reliable	41	30
N	821	750

[a]Totals to more than 100% because three responses were possible.

members on the same items. This permits us to analyze both the extent of actual agreement among members, and of perceived agreement, as a way of getting at normative pressures within the group in certain areas. We are interested in both the content of these areas as well as the number of areas on which group members perceive other members as converging. One of the first things we did with these questions was to intercorrelate the interest and value items to see if they clustered together in certain ways. Table 7 presents the correlation matrices for the two sets of items for old members; within each matrix, the correlation coefficient of each pair of items is presented for perceptions of other group members (G column) and for self-reports (R column). Coefficients of .30 or more are underlined.

The intercorrelations indicate clear patterns of relationships, which are the basis for combining items for indices in later analyses. For both self-descriptions and for descriptions of other group members, interest in campus issues, international understanding, and politics form one cluster. Intellectual interest is highly correlated with concern about international affairs and politics, but is not strongly related to interest in campus issues. Intellectuality is also strongly linked to an interest in the arts but which itself is linked only weakly with the three political interest items.

It is significant that intellectuality is not related strongly to studying; indeed, interest in studying is not integrated with other interests either in the description of the self or other group members. Finally, a distinct theme on the interest question is the link between interest in being "cool" and an interest in dating.

On the values items, the clusters for R and G diverge somewhat. For self-descriptions, intellectuality goes with pro-academic attitudes, while for description of group members, academic concerns correlate highly with attitudes toward social life. There is also a clear traditionality cluster for both R and G which links political, religious and sexual attitudes. Finally, there are two slightly different but interconnected clusters: one, a Greek-social life dimension which, for G, is related to openness; the other, a warmth-relaxed cluster for both R and G.

As a way of breaking down these clusters of interests and values out of the total sample of respondents we intercorrelated these variables separately for the four types of groups. For clarity of presentation, Figure 1 displays only the correlation coefficients that reached .30 or beyond for descriptions of other group members only.

TABLE 7

Intercorrelations of Interests and Values of Respondents (R) and Respondents' Perceptions of Other Group Members (G)

A. Interests

	Campus Issues		Studying		International Understanding		Intellectual		"Cool"		Arts		Religion		Political	
	G	R	G	R	G	R	G	R	G	R	G	R	G	R	G	R
Studying	.07	-.01														
International Understanding	.32	.24	.07	.10												
Intellectual	.29	.26	.20	.16	.44	.38										
"Cool"	-.10	.03	.08	.09	-.17	-.13	-.13	-.10								
Arts	.15	.16	.26	.11	.26	.18	.40	.35	.00	.01						
Religion	.00	-.08	.21	.21	.18	.04	.21	.04	-.16	-.00	.22	.09				
Political	.38	.31	.06	.07	.42	.44	.37	.30	.12	-.05	.23	.11	.05	-.10		
Dating	-.06	.05	.25	.07	-.19	-.02	-.04	-.04	.47	.41	.11	.12	-.05	.05	-.03	-.03

(continued on next page)

TABLE 7 (cont)

Intercorrelations of Interests and Values of Respondents (R) and Respondent's Perceptions of Other Group Members (G)

B. Values

1. Political Conservative-Liberal
2. Conventionality
3. Intellectuality
4. Religious Traditionality
5. Vietnam
6. Openness
7. Social Life
8. Academics
9. Sexual Morality
10. Warmth
11. Greeks
12. Relaxed vs. Tense

	1		2		3		4		5		6		7		8		9		10		11	
	G	R	G	R	G	R	G	R	G	R	G	R	G	R	G	R	G	R	G	R	G	R
1.																						
2.	-.01	-.03																				
3.	-.02	-.01	.23	.22																		
4.	.26	-.34	-.15	-.23	.02	-.03																
5.	-.23	.20	.24	.19	.17	.12	-.25	-.23														
6.	.21	.15	.01	.00	-.13	.05	.06	.05	.03	.08												
7.	.13	-.04	-.11	-.03	-.14	-.02	.07	.09	-.12	-.01	.33	-.08										
8.	.03	.02	.03	.02	.21	.31	.13	.14	-.07	.02	.05	.06	.30	.12								
9.	-.18	-.20	.15	.28	-.03	.09	-.36	-.42	.18	.26	.14	.00	.14	.14	-.03	-.05						
10.	.01	.03	.04	-.01	.12	.05	.13	.14	-.01	-.00	-.08	-.20	.13	.26	.14	.11	.00	.12				
11.	.25	.24	-.27	-.21	-.15	-.14	.19	.29	-.28	-.28	.30	.05	.56	.31	.25	.06	.08	.03	.17	.22		
12.	.06	.11	-.06	-.00	.06	-.03	.12	.19	-.05	-.05	.03	-.09	.20	.18	.11	-.00	.07	.03	.42	.35	.32	.25

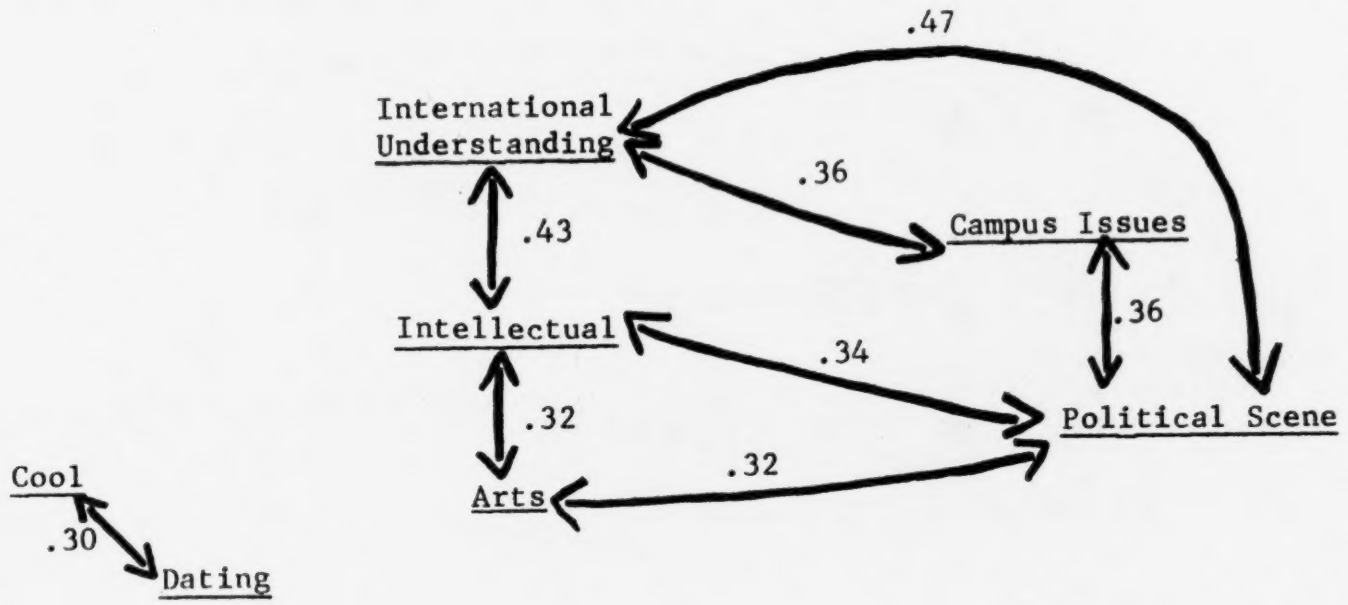
N = 950

FIGURE 1

CORRELATIONS OF .30 OR HIGHER ON RESPONDENTS' PERCEPTIONS OF OTHER GROUP MEMBERS' INTERESTS AND VALUES: BY TYPE OF GROUP

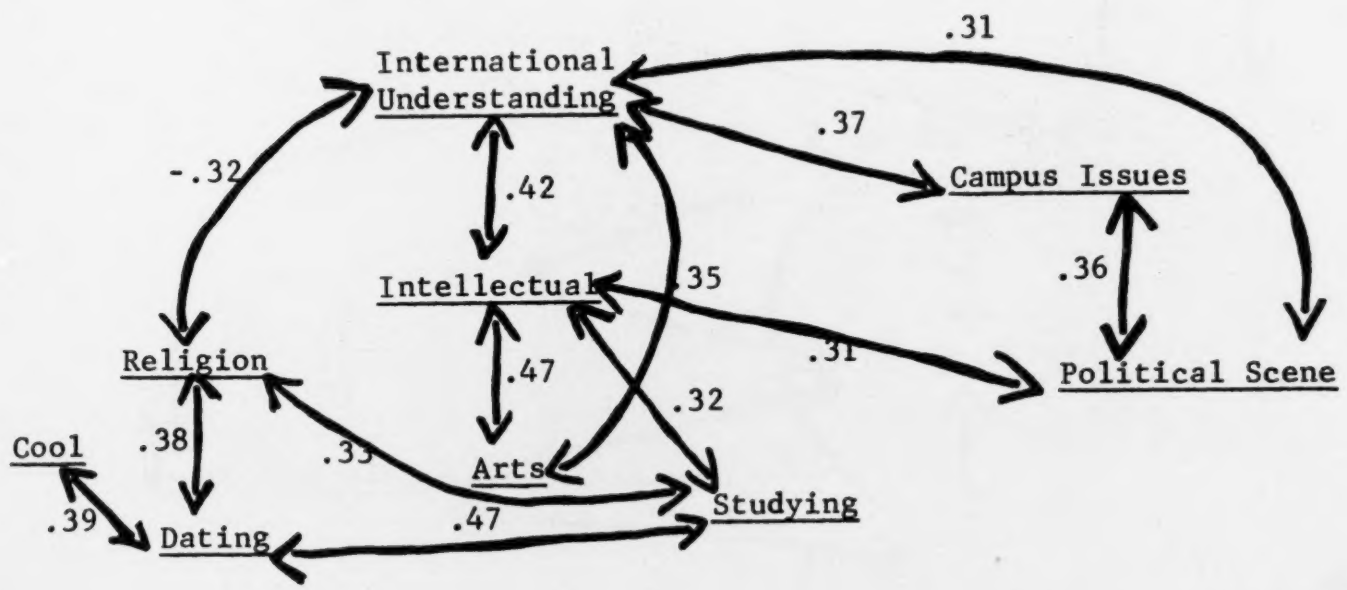
Perceptions of Group Members' Interests

Religious Groups



N = 325

Political Groups

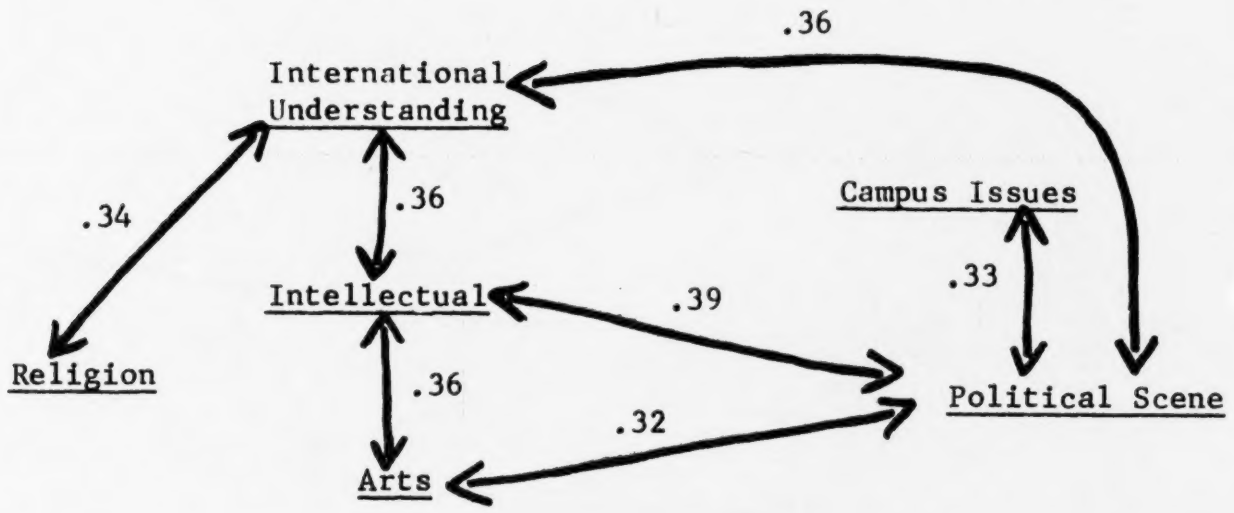


N = 216

FIGURE 1 (cont'd)

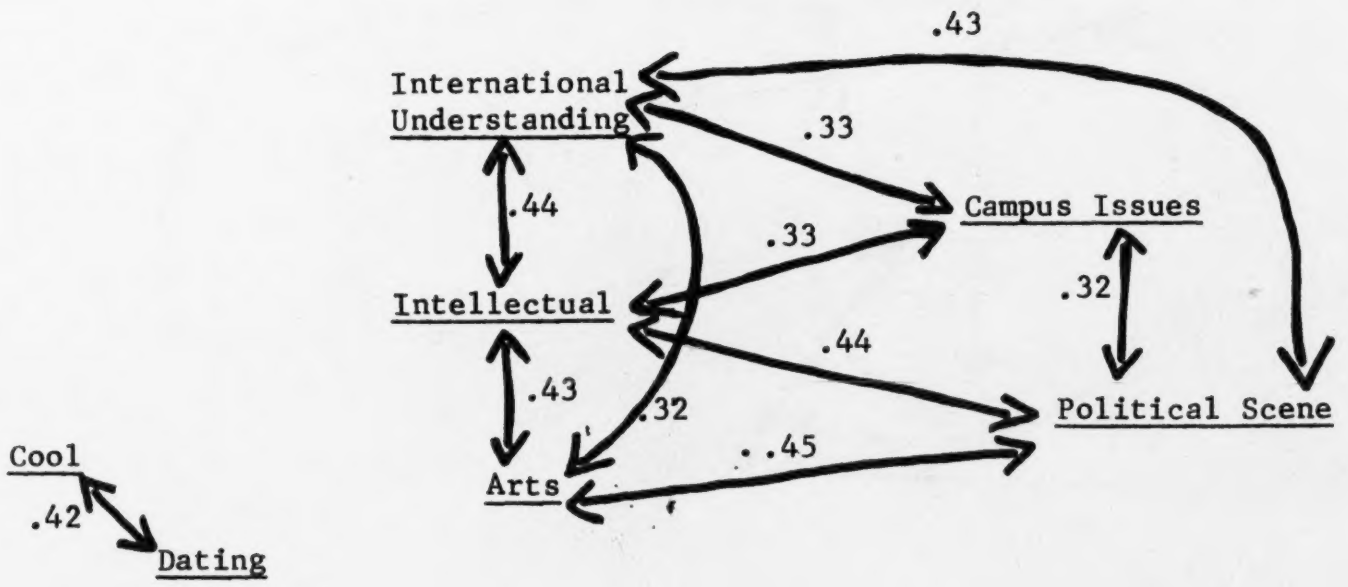
Perceptions of Group Members' Interests

Fraternities



N = 338

Sororities

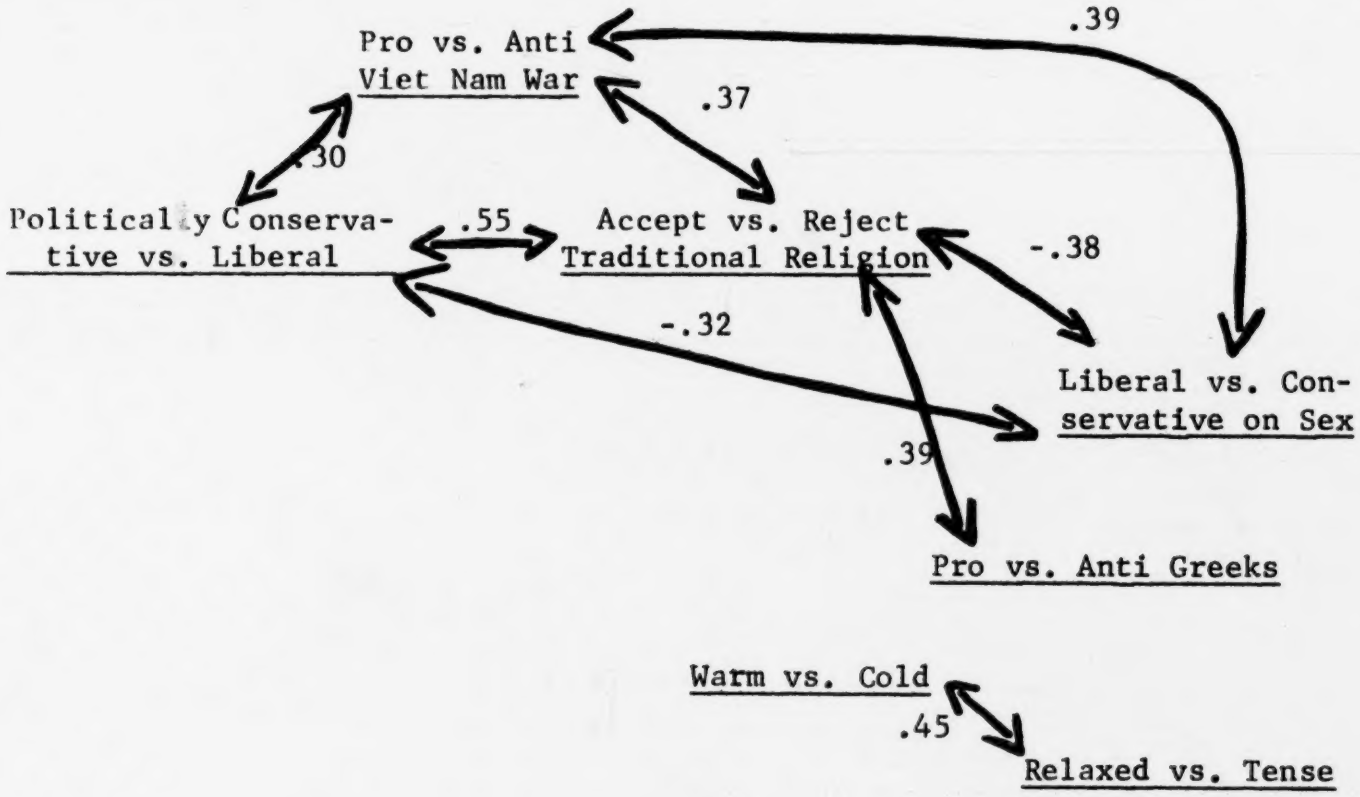


N = 429

FIGURE 1 (cont'd)

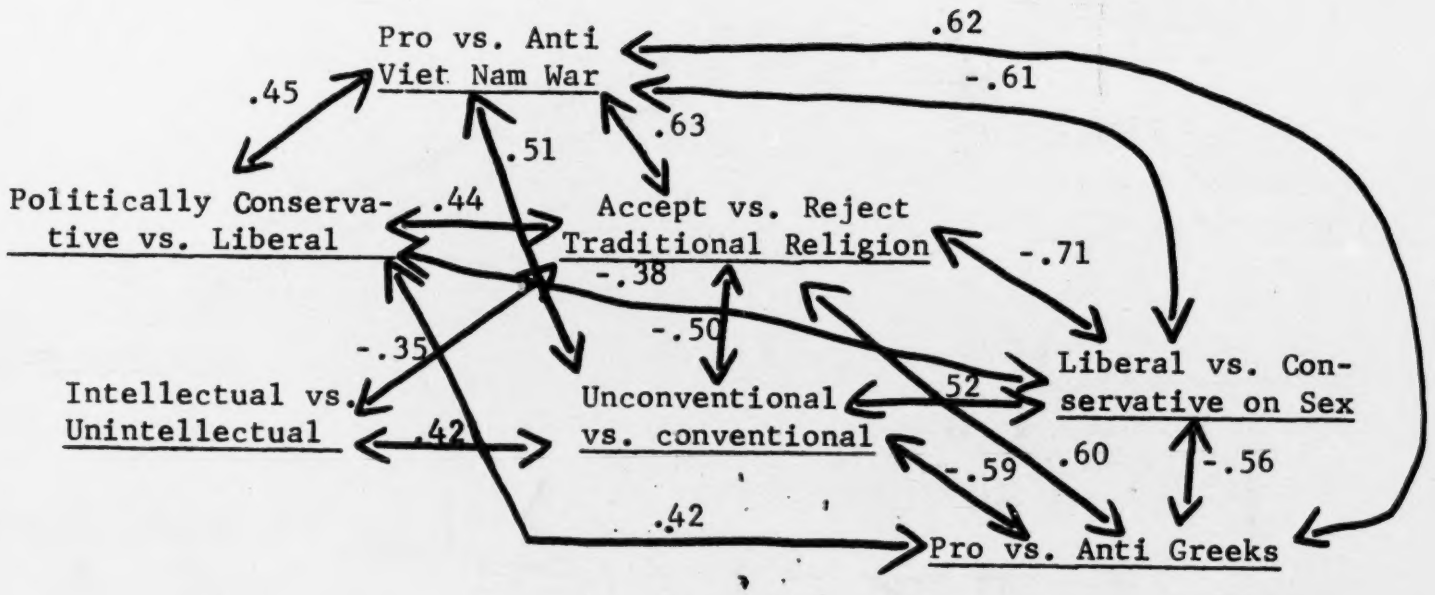
Perceptions of Group Members' Values

Religious Groups



N = 325

Political Groups



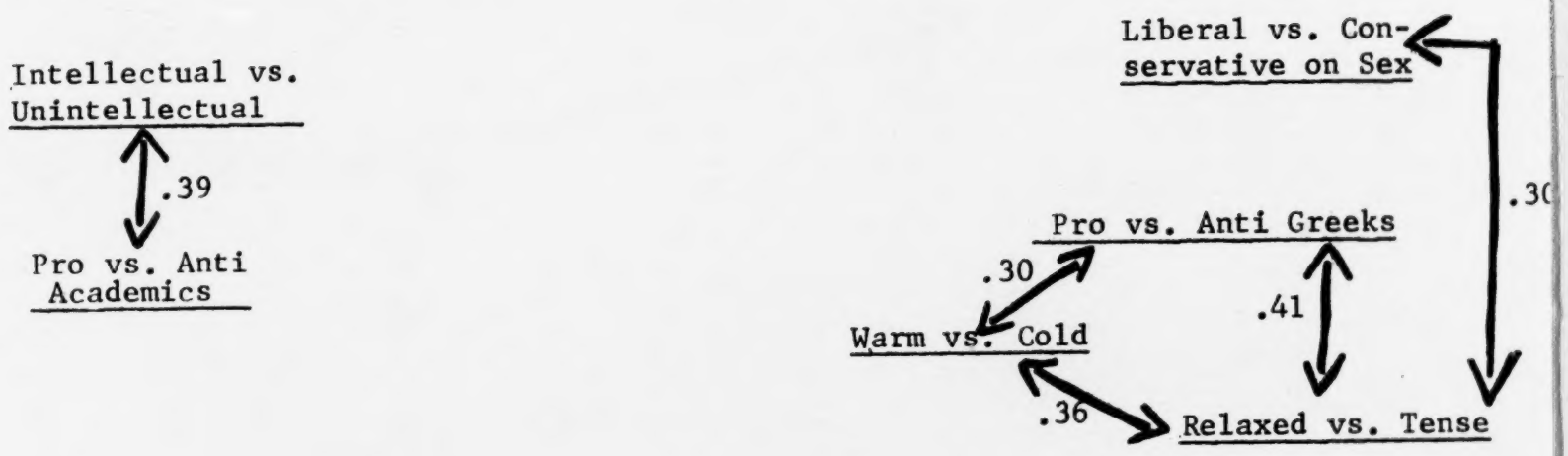
26/27

N = 216

FIGURE 1 (cont'd)

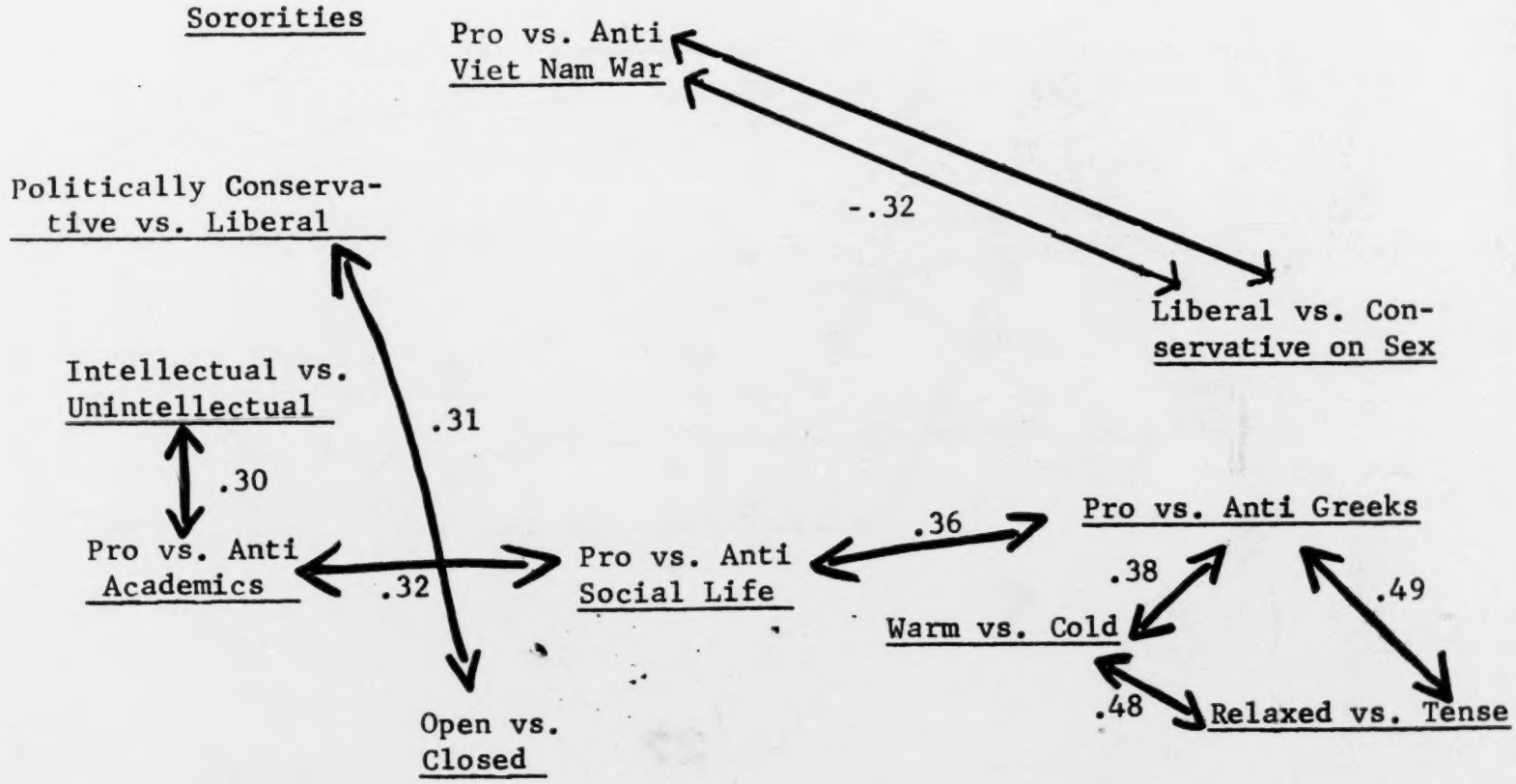
Perceptions of Group Members' Values

Fraternities



N = 338

Sororities



N = 429

One is struck visually almost immediately by the large number of connected items for the political groups. A simple count of the correlations of .30 or above for both self and group descriptions yields the following numbers:

TABLE 8

Number of Intercorrelations of .30 or Above of Interests and Values of Respondents (R) and Respondents' Perceptions of Other Group Members (G), by Type of Group

	Religious Groups		Political Groups		Fraternities		Sororities	
	R	G	R	G	R	G	R	G
Interests	5	8	5	13	4	7	5	10
Values	8	8	14	16	7	5	6	8

Except for self-described interests, where political groups equal the number of correlations of .30 or above in the other types of groups, the political groups give strikingly more integrated pictures of other groups members' interests and values and of their own values. In line with the usual stereotypes of the Greek system, one might have expected a more integrated picture from fraternities and sororities. These results indicate the extent to which political groups view many different issues within a consistent world-view--whether that world-view is based on a conservative ideology or a radical one. The crucial point is that political groups, from these data and other materials we will be examining, take positions about and connect many diverse areas of student interest and value. This is true especially for members' views of others in the group.

Thus, the political interest items, for the political groups, pull in intellectual, artistic and (negatively) religious interests. Religious interests are connected with interest in studying and dating, and dating is connected in its own right with studying and interest in being "cool." The value items show a similar pattern of interconnectedness: it is not only the obvious political items (political conservatism vs. liberalism, attitudes toward the Vietnam War) but also most of the other items which interrelate both among themselves and with the political items. Intellectuality, unconventionality, sexual standards, religious traditionalism, attitudes toward fraternities and sororities all fall into the picture. There are some striking absences: attitudes toward academics and social life, and the "atmosphere" items of warmth, openness and relaxedness.

Fraternities, at the other extreme, present a very sparse picture on the values items: intellectual and academic values are off by themselves, not strongly correlated with anything else, and the warm-cold, relaxed-tense, attitudes toward Greeks, and sex items form another cluster.

Here is an empirical validation of the common stereotype of fraternities: academic-intellectual interests, when they do occur, are isolated from group life, which centers almost exclusively on sociability--and sex.

Sororities are somewhat more complex. There is, like the fraternities, a sociability cluster, but this is linked through attitudes toward social life to academic values and through academic values to intellectual values. There is an interesting linkage in the sororities between political liberalism and openness, and between attitudes toward the Vietnam war and sexual standards.

The important focus for religious groups is precisely the religious value, which is the important link between the political items, sex items, and attitudes toward fraternities and sororities. It is as if these values gain their meaning in the context of religious ideology. Indeed, religion as an interest does not correlate strongly with the other interest items for the religious groups (as it does for the political groups); it is off by itself as a separate issue.

Visibility and Permeability

Here we are interested in the openness of the group to the outside and have found three quite distinct bases of relationships to the outside. One, an "Awareness" dimension, has to do with the extent to which group members think other categories of people at the University are aware of their group (we also have an objective measure of visibility from the respondents in the broader study).[5] Two, an "Inflow" dimension, is the extent to which group members see the group as open to influence from

---

[5]The students in the broader study were asked to indicate whether they had heard of and had any connection with 10 religious groups and 8 political groups on campus; these included the five religious groups and four political groups in our student organization study. The ranks of these groups relative to the groups not in our study, based on mean responses to a six-point rating scale, are:

Religious Groups	Rank (out of 10)
Group 1	8
Group 2	4
Group 3	5
Group 4	2
Group 5	3

Political Groups	Rank (out of 8)
Group 6	2
Group 7	7
Group 8	1
Group 9	3

outside agents; and, three, an "outflow" dimension is the extent to which the group is seen as influencing individuals and groups outside its boundaries. These dimensions will be treated separately to characterize the different groups, but it will also be important to combine them in a typology that will capture the different kinds of interactions groups have with their environments. Table 9 shows the intercorrelations among the items in these indices.

TABLE 9

Intercorrelations Among Items in Visibility and Permeability Measures

	Index of Perception of Outsiders' Awareness of Group	
	Awareness by Similar Groups at U	Awareness by Faculty
Awareness by Faculty	.50	
Awareness by General Student Body	.39	.39

	Index of Inflow			
	Influence on Group from Branches Outside U	Influence on Group from Similar Groups at U	Influence on Group from Faculty, Administration	Influence on group from Student Government
Influence from Similar Groups	.34			
Influence from Faculty, Administration	.34	.46		
Influence from Student Government	.29	.35	.38	
Influence on Group from Outside U	.50	.36	.38	.35

TABLE 9 (cont)

Intercorrelations Among Items in Visibility and Permeability Measures

	Influence of Group on Branches Outside U	Influence of Group on Faculty	Influence of Group on Administration
Influence on Faculty	.17		
Influence on Administration	.20	.39	
Influence of Group on Students	.13	.18	.22

Other Most Important Indices

For brevity, these are listed below with their component items:

1. Self-perceived change as a result of group membership: change in values and attitudes as a result of group membership; change in ways of defining the self.

2. Change agents: persons responsible for change: officers, friends in the group, respected and admired member.

3. Intimacy: talk over personal problems with officers; with close friends in the group; with other members; proportion of good friends at the University who are in the group.

4. Conflict: anyone ever expelled from the group; number of factions; amount of conflict.

5. Overall effectiveness: effectiveness of what R sees as two main group goals.

6. Scope of group--University-related activities: extent to which R sees five university activities as an appropriate group concern (e.g., revision of honors program, tutoring students, liberalization of women's hours, university emphasis on varsity sports).

7. Scope of group--political issues: group concern about civil rights; Vietnam demonstrations.

8. Interests of group--political-campus issues: perception of other group members' interest in campus issues; international understanding; political scene.

9. Interests of group--intellectual: perception of other group members' interest in intellectual issues; the arts.

10. Interests of group--social: perception of other group members' interests in being "cool;" dating.

11. Interests of individual members--political-campus issues: respondents' interest in campus issues; international understanding; political scene.

12. Interests of individual members--intellectual: respondents' interest in intellectual issues; the arts.

13. Interests of individual members--social: respondents' interest in being "cool;" dating.

14. Recruitment--impersonal: R was recruited to group by impersonal means (posters; ad in student newspaper).

15. Recruitment--personal: recruitment by close friends; liked people in the group as a reason for joining.

16. Recruitment--values: recruitment because of values, goals of group.

17. Differences between group and respondent: differences were computed between a member's description of himself or herself and his perception of other group members for each of the nine interest items and the twelve value items discussed above (see Table 9.) Then, a mean difference score across all the items was computed.

18. Difference between University and group: differences were computed between a member's description of other group members and the University for each of the twelve value items. Then, a mean difference score across all the items was computed.

Analysis of the Major Variables at the Group Level

Having analyzed the relationships among the various items which were designed to tap certain concepts and converted them into summary indices on the basis of those most highly correlated, we are now in a position to move to the next level. Here, we will be dealing with the inter-relationship of the "scores" of the 27 groups on these new variables, in a quest for even more refined, higher-order group variables. As with the analysis of the items, we learn as much about the ways the groups function as about the ways the variables work.

The means, standard deviations and variances of each of the major indices and a number of single items were computed in each of the groups, aggregated over members. These summary statistics were then inter-related in sets which made sense in terms of the concepts they seemed to be measuring. Since the total N is 27, we had to be careful not to use a measure of association which made strong statistical assumptions. The measure of

association used here is the gamma measure developed by Goodman and Kruskal (1954) for data arranged in ordered classes. The first set of variables are presented in Table 10, which brings together a number of different indices tapping members' affective ties to the group and to other members.

A clear cluster of highly inter-related indices emerges from this table: amount of socializing with other group members; proportion of best friends at the University who are in the group; attraction; participation; intimacy; length of membership form one cluster (the gamma values for these variables are underlined in the table). It is interesting that only one of these indices--length of membership--related strongly to our commitment measure.[6] Several of the cluster of indices are negatively related to recruitment through impersonal channels and the degree of difference between self-descriptions and descriptions of other group members. It is somewhat surprising to find that both commitment and length of membership relate negatively to viewing the most respected and admired person in the group as personifying its ideal values. Perhaps viewing the most respected person in these terms is seen as too simplistic and naive by members with high commitment and long-term membership (these variables are themselves highly related) but more easily accepted by newer, less committed people. In any case, it is clear that the item on the most respected and admired person is quite separate from the dominant cluster, a sharply defined set of indicators of sociometric cohesion. It is crucial to note that commitment is not part of this affective integration.

In order to approach the issue of value-based cohesion more directly, we ran another set of variables which seemed to be tapping a kind of integration that might be distinguished from the affective dimension. Looking at the underlined clusters in the matrix in Table 10 a pattern of value integration emerges, as we had hoped. This cluster includes the extent of respondents' reported agreement with the group; recruitment to the group because of interest in its values; commitment; the extent to which the most respected and admired person in the group personifies its ideal values. Recruitment because of the group's values is highly related to recruitment through impersonal channels--the pattern represented most by the political groups and some of the religious groups but not by the fraternities and sororities. The commitment measure is highly related to normative pressures on values, which interestingly is <u>not</u> related to the three other measures of value integration. Indeed, normative <u>pressure</u> on values is negatively related to <u>recruitment</u> for values and to viewing the respected person as carrying ideal values, much as pressure to participate is negatively related to these measures. It seems that value integration is not accomplished when members sense a great deal of overt pressure to participate and, to a lesser extent, to share an ideology.

---

[6] It should be recalled that the commitment measure is based on responses to questions asking about willingness to save the group in the face of opposition to it from the outside, to save the group because of member disinterest, and intention to belong to a similar group after college.

TABLE 10

Inter-relationship of Affective Variables at the Group Level
(Mean Scores for Each Group)

		2	3	4	5	6	7	8	9	10
1.	Amount of Socializing with Other Group Members	.45	.35	-.24	.43	.26	-.27	-.21	.29	-.16
2.	Proportion of Best Friends Who Are in Group		.59	-.17	.67	.37	-.51	-.04	.39	-.22
3.	Attraction			.07	.61	.51	-.43	.04	.20	-.30
4.	Commitment				-.13	-.00	.18	.22	-.39	-.24
5.	Rank and File Participation					.40	-.55	-.17	.30	-.12
6.	Intimacy						-.11	-.22	.32	-.29
7.	Recruitment--Impersonal							-.12	-.10	.10
8.	Respected and Admired Person Personifies Ideal Values of Group								-.36	-.10
9.	Length of Membership									-.09
10.	Mean Absolute Differences Between Group and R									

N = 27

TABLE 10 (cont)

Inter-Relationship of Value Variables at the Group Level
(Mean Scores for Each Group)

	2	3	4	5	6	7	8	9	10	11	12
1. Extent of R's Agreement with Group	.55	.52	-.13	.26	-.58	-.08	.19	.40	-.31	-.24	-.47
2. Recruitment--Values		.46	-.31	.08	-.36	-.29	.34	.35	-.48	-.07	-.30
3. Commitment			-.19	.32	-.29	-.31	.18	.22	.39	-.24	-.47
4. Pressure to Participate				.18	.09	.45	-.31	-.38	.27	-.03	.25
5. Normative Pressure on Values					-.12	-.08	-.21	.20	.03	-.29	-.15
6. Conflict in Group						-.08	-.10	-.18	.21	.29	.37
7. Overall Effectiveness							-.23	-.31	.40	-.10	.08
8. Recruitment--Impersonal								.15	-.23	.05	-.13
9. Respected and Admired Person Personifies Ideal Values									-.36	-.10	.05
10. Length of Membership										-.09	.16
11. Mean Absolute Differences Between Group and R											.39
12. Variance of Mean Absolute Differences Between Group and R											

N = 27

An interesting sidelight is the set of relationships between conflict and effectiveness and the other variables. In general, group conflict is inversely related to value integration; it bears a relationship of -.58 to reported agreement with the group; of -.36 to recruitment for values; of -.29 to commitment; of +.37 to variance in differences between the group and the respondent. As many sociologists have written, conflict in societies and groups thrives in situations of weak value integration. This has both positive and negative implications for the life of groups. For example, we found in another analysis of these data that degree of conflict is positively related to the groups' responsiveness to its members (gamma = .34 between conflict and whether the group changes with the entry of new members and .28 between conflict and the degree of influence of the membership on the group). Degree of conflict is also related to members' perceptions of opposition to their group within the larger University. Viewed another way, conflict is part of a labile, changeable, responsive group style which necessarily implies diversity in members' views and lower membership integration into a preordained group order.

Effectiveness is also negatively related to recruitment for values, (-.29); commitment (-.31); viewing the respected member as personifying ideal values (-.31). But it is positively related to length of membership (.40) and to pressure to participate (.45). Members' perceptions of effectiveness, thus, do not seem to rest on their internalized sense of value commitment. Rather, effectiveness seems to be based on the more external sanctions and inducements centered around participation and membership. It may be that members with high value commitment have higher standards for judging group effectiveness than members with low commitment, or that the judgment about what is the measure of group effectiveness for those who view their groups as value-relevant is more problematic. Although both conflict and effectiveness show similar negative relationships with the value integration indices, it is significant that they bear no relationship with each other. They are measuring different group processes and outcomes.

Multiple Discriminant Analysis of Group Types

Having established the relationships among the major group variables, we are now in a position to make more sophisticated causal investigations. One of the first questions we want to ask, described earlier in Objective A, is the search for similarities and differences among the student organizations we studied. We want to know, for descriptive and theoretical reasons, what the relative positions of the groups are vis-a-vis one another and the extent to which these positions parallel the labels applied to the groups as political, religious or Greek organizations. Moreover, this becomes a necessary task as we move into assessing the groups' impacts on members (Objective C) and the University (Objective D).

How were we to do this? Even after the data reduction just described, we are still faced with almost eighty group properties in the form of indices or single items. We wanted some way to describe the

pattern of characteristics which most distinguished the groups, which meant that we needed some systematic way of reducing the large number of variables to a smaller number of dimensions that, in turn, optimally set out the groups relative to one another.

This, essentially, was the problem confronted by Selvin and Hagstrom in their important paper, "The Empirical Classification of Formal Groups," (1966). Selvin and Hagstrom were interested in developing a way of classifying twenty women's residence units into a smaller number of meaningful types. They performed a factor analysis on 61 aggregative characteristics, (means, standard deviations and percentages) based on responses of individuals in each of the living units. Seven factors were isolated, the first five of which had clear interpretations. For our purposes, the names Selvin and Hagstrom gave to the factors are unimportant. Rather, we are interested in how they moved from the factor analysis which reduced the 61 variables to a smaller number of dimensions to the classification of the twenty groups on these dimensions. What Selvin and Hagstrom did was simply to categorize each of the groups into "high" or "low" on each of the five factors and, although there were thirty-two combinations possible, they found that the groups actually fell into four types.

The Selvin and Hagstrom paper was a significant pioneering paper, but there were certain problems with their approach. First, much information is thrown away by classifying groups into just two categories; the score quantities on the factors are lost, and the relative positions of the twenty groups on a given factor are compressed. Further, it is not clear that the dimensions derived from a factor analysis of variables produce those dimensions that optimally distinguish among groups.

Yet we agreed with Selvin and Hagstrom's general strategy of looking for a small number of group types based on a large number of variables. We decided to use an approach based on an application of factor analysis which deals with data based on groups rather than correlations among variables. Familiar in the psychometric literature but not widely employed in sociological research, multiple discriminant analysis starts with groups that are defined a priori and attempts to identify in a set of variables a weighted linear combination--a series of discriminant functions--which will maximize the variances between groups and simultaneously minimize the variances within groups. In achieving this outcome, it takes into account variability of group means on the set of variables included in the computation, variation of individual members about the group means on the set of variables, and inter-relationships among the variables. Thus, this technique is able to deal with many groups, many variables, and many individuals within groups. Linear combinations of weighted variables are generated, the weights determined by an analysis of a special table consisting of the sum of squared deviates within groups. The number of linear combinations--the discriminants--number one less than the number of groups. All discriminants are uncorrelated with one another, like factors in the factor analysis technique. A composite mean score for each group on each discriminant function

is computed, and then each group can be located in the multidimensional space defined by the discriminants.[7] Multiple discriminant analysis makes it possible, then, to talk about similarity and dissimilarity among groups based on the empirical combination of single group properties into composite dimensions.

Twenty-eight variables went into the multiple discriminant program available from the Statistical Research Laboratory at the University of Michigan.[8] The variables are:

1. Present or past officer?
2. R's agreement with the group's values and interests
3. Does the group change with new members?
4. Perceived opposition to the group at the University
5. Influence on the group from members
6. Effectiveness on major goal
7. Perceived interest of other group members in studying
8. Recruitment because of the values of the group
9. Pressure to participate: based on summary of group let R know to participate and of amount of pressure to participate
10. Outflow: based on summary of influence of group on branches outside U, on faculty, on administration and on students

---

[7] Needless to say, this is a truncated description of a highly complex mathematical technique. For more detailed discussion of multiple discriminant analysis, see Anderson (1958); Bryan (1951); Nunnally (1967); Rao (1952); Rulon (1951); Tiedeman (1951). Examples of the use of this technique may be found in Jones and Bock (1960); Loy (1969); Rettig (1964); Thorndike and Hagen (1959).

[8] This program was developed at the Health Sciences Computer Facility at UCLA. It performs multiple discriminant analysis in a stepwise manner. At each step one variable is entered or removed from the set of input variables according to the F-values of each of the groups at that stage. The program computes canonical correlations and coefficients for canonical variables (discriminants) and plots the first two discriminants to give a two-dimensional picture of the dispersion of the groups. Individuals may be classified at any point in the computation into the group they most resemble on the derived functions. For further information, see BMD7M, Stepwise Discriminant Analysis, Statistical Research Laboratory, University of Michigan.

11. Conflict: based on summary of anyone ever expelled from the group, number of factions, and amount of conflict

12. Interests of R--intellectual issues: based on summary of interest in intellectual issues, and in the arts

13. Recruitment--impersonal: based on summary of recruitment to group from seeing posters and from ads in student newspaper

14. Socio-emotional qualities of president: based on summary of descriptions of president as warm (sympathetic, understanding) and friendly (easy to get along with).

15. Mean signed differences between group and R on intellectual interests: based on directional mean difference score on ratings of group and self on intellectual issues and the arts

16. Mean signed differences between group and University on atmosphere: based on directional mean difference score on ratings of group and University on cold vs. warm, tense vs. relaxed.

17. Mean signed difference between group and University on academic-intellectual issues: based on directional mean difference score on ratings of group and University on intellectual vs. unintellectual, academic vs. unacademic

18. Talk over personal problems with friends in group

19. Proportion of five best friends in University who are in group

20. Attraction: based on summary of degree of importance of the group, degree of satisfaction with the group, sense of belonging to group

21. Commitment: based on summary of expects to belong to similar groups after college, willingness to save group as a result of members' distinerest, and willingness to save group because of outside threats.

22. Rank and File Participation: based on summary of continual vs. intermittent contact, attendance of general meetings, attendance of public events of the group, attendance of social events of the group, and average time per week spent on the group

23. Inflow: based on summary of influence on group from branches outside U, from similar groups at U, from faculty and administration, from student government, and from groups outside U

24. Perception of outsiders' awareness of group: based on summary of perception of awareness of group by similar groups at the U, by faculty, and by the general student body

25. Scope of group with respect to University-related activities: based on summary of group concern about five university issues (e.g., honors program, tutoring, varsity sports, womens' hours)

26. Mean signed differences between University and group: based on directional mean differences score on ratings of U and group on 12 value items

27. Mean absolute differences between University and group: based on absolute mean difference score on ratings of U and group on 12 value items

28. Mean signed differences between group and R: based on directional mean difference score on ratings of the group and of the self on 21 interest and value items.

It should be emphasized that none of the variables used in the discriminant analysis deals directly with the groups' interests or with members' values that are directly related to group membership, such as religious beliefs, political beliefs or attitudes toward fraternities and sororities (although difference scores on such items do go into the summary measures 26, 27, and 28). Table 11 indicates the percentage of members who could be classified into the groups in which they were indeed members on the basis of all twenty-eight variables.

Members of the political groups--especially those in the left-wing group--are classified correctly in the highest proportions. This finding is related, clearly, to our previous analysis of the interests and values in the four types of groups which concluded that political groups integrated many different value areas. The discriminant analysis tells us the same story, from another perspective: that members of each of the political groups are more uniquely identifiable with their groups on the twenty-eight variables included here than are members of the other groups in the study.

The next clearly identifiable group is the fundamentalist religious group 1. Our analysis of recruitment and homogeneity based on individuals' characteristics and attitudes demonstrated again and again the unique character of the membership of group 1, which is supported by the discriminant analysis.

The groups with the next higher proportions of members classified correctly are the scholarship fraternity 12, group 2, the liberal religious group, and sorority 24, a Jewish group. Members of other fraternities and sororities are not so successfully classified. Nor are members of the third, fourth and fifth religious groups.

The variables with the greatest discriminating power are listed on the right-hand side of Table 11 and it should be noted that four of the top five variables have to do with the groups' relations with the University, a question we will be examining in the next section.

TABLE 11

Proportion of Group Members Classified Correctly on Basis of 28 Variables in Discriminant Analysis

Religious Groups

Group 1	68%
Group 2	63%
Group 3	47%
Group 4	47%
Group 5	49%

Political Groups

Group 6	93%
Group 7	80%
Group 8	72%
Group 9	74%

Fraternities

Group 10	45%
Group 11	47%
Group 12	67%
Group 14	49%
Group 15	38%
Group 16	54%
Group 17	44%
Group 18	35%
Group 19	36%

Sororities

Group 20	40%
Group 21	28%
Group 23	52%
Group 24	61%
Group 25	57%
Group 26	34%
Group 27	41%
Group 28	53%
Group 29	46%

Most Discriminating Variables

		F Value
V.26	Difference Between University and Group	30.8
V.25	Scope: Group Interest in University Activities	23.9
V.11	Conflict in Group	14.5
V.4	Perceived Opposition to Group at the University	12.7
V.22	Group Influence Within the University	11.1

42

Turning now to Figure 2, which plots all twenty-seven groups on the first two discriminants, we first want to look at the placement of the groups relative to one another in the two-dimensional space.

The groups at the two extremes on the right side of the figure are the fundamentalist group and the leftist group. The liberal religious group is off by itself; the Democratic group is a bit closer to the cluster in the middle, and the remaining religious and political groups are close in to one another. On the left side are the fraternities and sororities.

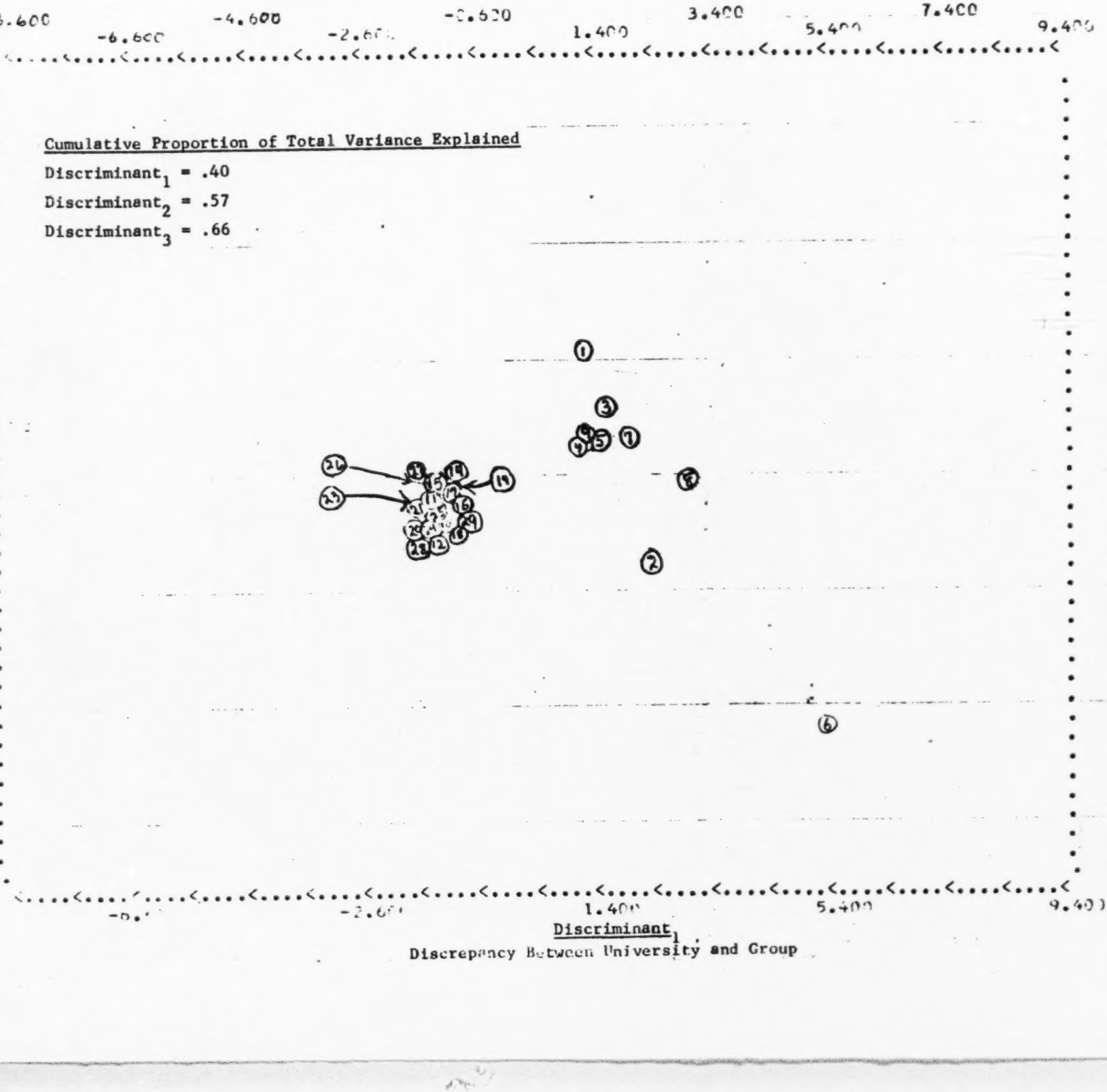
What are the dimensions on which the groups seem so mysteriously located? As in factor analysis, the technique itself does not provide a handy label for the separate dimensions, but they do have loadings of differential weight for each of the twenty-eight variables that are interpretable in a way that is similar to factor loadings. Discriminant$_1$, which accounts for 40% of the variance, shows the highest loadings on the absolute difference between the University and the group. Discriminant2, accounting for an additional 17% of the variance, shows the highest loading on the <u>signed</u> difference between the University and the group, which indicates the direction of difference, such that the group is, on the average, in either a more conservative, conventional, traditional, etc., direction than the University or in a less conservative, conventional, traditional, etc. direction. (Discriminant$_3$, not plotted here, accounts for another 9% of the variance and seems to be measuring the personal intensity of involvement).

It is interesting that the range of difference among the fraternities and sororities on the first discriminant is narrower than the range for the second discriminant (indeed, sorority 28 on this overall conservatism variable is almost as liberal as religious group 2). This finding indicates the relative similarity of fraternities and sororities in their low sense of difference from the University, a point we stressed earlier in looking at members' responses to two entirely different questions about disagreements with students and faculty at the University. In the earlier sections of this chapter, and here also, it is important to note the greater differentiation among fraternities and sororities in the direction of their values. It is clear, however, that the discriminant analysis did not succeed very well in separating the fraternities and sororities from one another, an indication that these individual groups are not as "unique" as they say they are. The religious groups and political groups, in general, but to varying degrees in specific cases, show greater discrepancy with the University. Again, we saw this earlier in the two questions on disagreements with faculty and students drawn from the background questionnaire. The range in the second discriminant is very great, strikingly paralleling what we already know about these groups from our previous analyses.

The discriminant analysis, then, is able to empirically define six types of groups on the basis of the twenty-eight variables employed in this analysis: (1) the moderately liberal groups with a low sense of

FIGURE 2

First Two Discriminants Based on Twenty-Eight Variables[1]



Group Scores on First Three Discriminants

Religious Groups

	D_1	D_2
1.	+1.24	+2.45
2.	+2.21	-1.21
3.	+1.86	+1.57
4.	+1.25	+ .75
5.	+1.37	+1.12

Political Groups

	D_1	D_2
6.	+5.33	-4.14
7.	+2.04	+1.41
8.	+2.86	+ .33
9.	+1.31	+ .91

Fraternities

	D_1	D_2
10.	- .89	- .65
11.	-1.18	- .47
12.	-1.38	- .79
14.	- .76	+ .40
15.	-1.34	+ .11
16.	- .61	- .28
17.	-1.10	+ .05
18.	-1.05	- .71
19.	- .87	+ .19

Sororities

	D_1	D_2
20.	-1.60	- .76
21.	-1.37	- .20
23.	-1.23	- .11
24.	-1.34	- .82
25.	-1.36	- .23
26.	-1.09	+ .30
27.	-1.32	+ .29
28.	-1.23	-1.13
29.	-1.20	- .22

difference with the University (the fraternities and sororities); (2) the moderately conservative groups with a moderate sense of difference with the University (religious groups 2, 4 and 5; political groups 7 and 9); (3) a highly conservative group with a moderate sense of difference with the University (religious group 1); (4) a moderately liberal group with a high sense of difference (political group 8); (5) a liberal group with a moderate sense of difference with the University (religious group 2); (6) a highly liberal group with a very high sense of difference with the University (political group 6).

These results are similar to the findings from a study of 60 campus student organizations described in Findikyan and Sells (1966). Included in the study were eight fraternities and 10 religious groups, as well as ROTC groups, student governing bodies, honor societies, athletic teams, and departmental scholastic clubs. The Group Dimensions Description Questionnaire developed by Hemphill and Westie (1950), consisting of 150 items that yield scores on thirteen group dimensions, was administered to members of the 60 groups. A distance measure based on the hierarchical clustering of the organizations on the group dimensions was computed, providing an empirical basis for classifying the groups relative to one another that is similar to the two-dimensional plotting of groups in the multiple discriminant analysis. In general, Findikyan and Sells found that the empirical grouping of student organizations had a fair amount of agreement with the conventional classification of groups. The majority of fraternities (as well as ROTC squads, student governing bodies, and athletic teams) were more similar to one another than they were to any other groups of clusters of groups on the thirteen Hemphill-Westie dimensions. The religious organizations and departmental clubs, on the other hand, fell into several different clusters.

Relationships Between the University and the Groups

Finally, we want to report an analysis of the data using some of the variables just examined, looking at how they are related to the connections between groups' perceptions of and ties to the larger University and processes internal to the groups, including the impact on members.

The twenty-seven groups were combined according to the summary measure of the degree of difference between members' descriptions of the groups and their descriptions of the University on the same items on an absolute difference scale--i.e., a group that sees the University as three points more conventional than the group has the same absolute difference score as a group that sees the University as three points less conventional.[9] The twenty-seven organizations were split into high and low difference groups according to the distributions on this summary measure.[10]

---

[9]The items which went into the summary measure are listed in Table 7.

[10]The mean absolute difference score for the twenty-seven groups is 12.4, with a range of 9.2 to 17.2. Fifteen groups fell below the mean; twelve fell above.

Earlier, it was hypothesized that difference with the University would interact with degree of contact with the University--that high difference groups would show different internal patterns depending on whether they were in high or low contact with the University, and so on along the range of difference between the group and the University. To measure contact, we asked members to indicate on seven different items the extent to which faculty-administration and students influence and are influenced by their groups.[11] The four items were combined into a single index of contact and divided into high and low contact groups.[12] Within each of the University-group difference types, organizations were classified either as high or low on perceived contact with faculty-administration and students. The final sets of organizations within the four categories are shown in Table 12, and the groupings are interesting in their own right. Thus, for example, the left-wing political organization, the liberal religious group, two fraternities and five sororities fall into the High-High category, while the fundamentalist religious group, the evangelical religious group and the right-wing political group fall into the High Difference-Low Contact group.

---

[11]The actual questions were:

1. "In general, how much influence do you think the following groups or persons <u>actually</u> have in determining the policies and programs of your group?

   Faculty or administration at the University (other than advisor)

   Other organizations at the University like yours

   Those students active in student organizations, student government

   The general student body"

2. "Would you say that your group has had any influence on the <u>faculty</u> at Michigan?"

3. "Would you say that your group has had any influence on the <u>administration</u> at Michigan?"

4. "Would you say that your group has had any influence on <u>other students</u> or <u>student groups</u> at Michigan?"

[12]The mean contact score for the twenty-seven groups is .87, with a range of .31 to 1.23. Thirteen groups fell below the mean; fourteen fell above.

TABLE 12

Final Groupings for Analyses of Relationships Between the University and the Groups

Index of Perceived Differences Between the University and the Group	Index of Perceived Contact with the University	Groups Included
Low	Low	Catholic Religious Methodist Religious Democratic Political Republican Political Five Fraternities One Sorority N - 10
Low	High	Two Fraternities Three Sororities N - 5
High	Low	Fundamentalist Religious Evangelical Religious Right-wing Political N - 3
High	High	Liberal Religious Left-wing Political Two Fraternities Five Sororities N - 9

Using the Index of Perceived Difference and the Index of Perceived Contact with the University as the independent variables, a multiple analysis of variance was performed on the twenty-seven groups with thirty-six dependent variables.[13] Significant main effects of the difference variable and the contact variable, or their interaction, are shown in Table 13.

[13] The program used was MANOVA developed by Elliot M. Cramer and Charles E. Hall of George Washington University and modified at the Institute for Social Research, University of Michigan by Neal Van Eck. The program deals with unequal N's and is based on the general linear hypothesis model. For further information, refer to MANOVA, Number PH740.

TABLE 13

Significant F-Values for Main Effects of Perceived Differences Between the University and the Group and Perceived Contact with the University and Interaction Between Them

Dependent Variables	Main Effects: Difference U-Group	Main Effects: Contact	Interaction
R's Agreement with Group's Values and Interests	4.49[a]	.27	4.77[a,c]
Commitment	4.82[a]	.00	1.06
Normative Pressure on Values	6.38[b]	.43	3.31
Recruitment-Values	4.87[a]	3.00	1.31
Group Politically Conservative vs. Liberal	4.35[a]	.15	3.80
Group Accepts vs. Rejects Traditional Religion	2.7[illegible]	.64	5.04[a,c]
Pressure to Participate	.43	7.11[b]	.06
Rank and File Participation	1.33	4.35[a]	.24
Attraction	.14	4.83[a]	.03
Perceived Opposition to Group at University	6.00[b]	1.20	.08
Perception of Outsiders' Awareness of Group	.69	9.61	4.28[a,c]

[a]Significant at the 5% level

[b]Significant at the 2.5% level

[c]The means for the four groups are:

	Low Difference Low Contact	Low Difference High Contact	High Difference Low Contact	High Difference High Contact
R's Agreement with Group Values	2.57	2.66	3.39	2.72
Group Accepts vs. Rejects Traditional Religion	1.76	1.65	.67	1.72
Perception of Outsiders' Awareness of Group	4.36	4.64	3.78	5.58
N	10	5	3	9

We saw in the analysis of the major variables at the group level that groups displayed two different clusters which we labelled affective and value integration. In the earlier theoretical discussion, we argued that group processes would be affected by groups' relationships with the University. With the results presented in Table 13 we can see which relationships with the University--differences in values between the group and the University or degree of contact between the group and the University, or some kind of interaction between the two--affect which group processes, and whether the affective and value dimensions reappear as significant in this analysis.

Among the thirty-six dependent variables included in the analysis of variance, aspects of group functioning having to do with conflict, effectiveness, group interests and group impact on members are not significantly affected by the two independent variables.

Variables indicating different aspects of value integration, however, emerge as strongly influenced by groups' sense of value difference with the University. This is so not only in the more direct ideological expression of members' values, such as political conservatism vs. liberalism. It is expressed, more subtly, in a value-laden group climate. Groups which perceive a great deal of difference between their values and interests and those of the University report more agreement among members about the group's values. Group processes which both produce and reinforce such agreement also differentiate these groups: they attract members because of the values they espouse, they put great pressure on members to adopt the group's values, and they build up a strong sense of commitment to the group. What these groups do, in a certain sense, is to "innoculate" members against the University in the areas in which they differ. Because of their disagreements with the University, values and their inculcation and maintenance are highly salient. Groups which perceive little difference between their values and those of the University have little need to engage in such protective efforts.

Degree of contact with the University, which was postulated earlier as interacting with sense of difference, does not show many significant interactions. Contact interacts with sense of difference and separates the High Difference-Low Contact groups from the others in degree of agreement with group values and in religious traditionalism. These are the "withdrawal" groups sketched earlier.

The main effects of differences in contact, however, are evident--and they have more to do with the affective climate and energy level of the groups. Groups having much contact with other sectors of the University put more pressure on their members to participate in group activities, and succeed in getting more participation from the membership than low contact groups. They produce an atmosphere which the membership finds attractive. These group characteristics, as we have noted, do not imply strong normative commitment or even much value agreement. The effect of much interaction with the University seems

to produce groups with energy and élan, regardless of the degree of agreement with University values. One interesting exception is in the perception of outsiders' awareness of the group, where the High Difference-High Contact groups are most sensitive to outsiders' perceptions.

Finally, it is encouraging to see that the last two variables, which are essentially validating measures for the two independent variables, do in fact show differential main effects (in addition to the interaction just indicated). Perceived opposition is affected by difference with the University, and perceived awareness of the group is related to degree of contact.

Turning back to our initial theoretical attempts to relate internal group processes to relationships with the University,[14] we can now sharpen and differentiate the discussion. Table 2 lays out four general hypotheses:

(1) High difference with the University will produce high recruitment selectivity.

(2) High difference with the University will produce high concern with the group's impact on members.

(3) High difference will produce high internal solidarity and group salience.

(4) High difference will produce consistent group impact on members.

No predictions were made about the effects of differential contact.

What do the data tell us? First, it is clear that there are group processes that are related to contact with the outside but unrelated to groups' value differences from the University, and vice versa. Some of these processes are relevant to the solidarity and salience of the group. It is clear that groups develop different bases for solidarity, one set centering around affectivity, another centering around values. Thus, hypothesis 3 is confirmed but differentiated. High affective solidarity is related to high contact; high value solidarity is related to high difference.

We have no direct measures of recruitment selectivity; the closest we come is recruitment to the group because of its values. The High Difference groups are high on this measure of differential recruitment (Hypothesis 1).

Hypothesis 2, also, can only be checked indirectly. "Concern with impact" could cover both normative pressure on values and pressure to participate. Again, difference is related to one indicator of impact and contact to the other.

---

[14] See pages 2 and 3.

Finally, Hypothesis 4 cannot be tested by the data presented here. There is some indication of more consistency in group members' attitudes, as indicated by members' agreement with group values and interests in high difference groups, particularly those which also do not interact much with the University. But it is difficult to attribute this value consistency solely to group impact, since we know the high difference groups both attract members because of their values and also exert considerable normative pressure on their members.

Summary and Conclusions

This report presents the conceptual mainsprings and findings from a study of student organizations at the University of Michigan. Deriving initially from a desire to broaden the scope of a longitudinal study of students at the University into student subcultures as a way of understanding the impact of the larger institutional setting on individuals and friendship groups, the student organization study made the strategic decision to enter student subcultures through formal organizations. Three types of organizations were chosen because they were concerned with crucial value and interpersonal concerns of young people during the college years: religious groups, political groups, fraternities and sororities. Within each type, an attempt was made to choose a diverse set of groups so as to a) maximize the possibility of tapping into different subcultures, b) allow the unfolding of different styles of collective adaptation to the University setting, as well as a wide range of student values and attitudes, c) document the diversity of groups on a large University campus, even within the same nominal types.

Twenty-nine groups were eventually included in the study: five religious groups, four political groups, ten fraternities and ten sororities. Questionnaires were administered or mailed in the spring of 1966 and the following fall. Close to two-thirds of the almost 3,000 students listed as members of the groups returned some usable information, yielding a total working N of 1889 with some additional people drawn from the sample responding to the larger study. Cooperation was not evenly distributed. The religious groups, (with the exception of a loosely-organized liberal discussion group) and several of the fraternities and sororities were most cooperative. The lowest returns came from the liberal religious group, a left-wing political group, a Democratic group, two fraternities and one sorority. Systematic bias in the characteristics of the responders vs. the non-responders seems to have operated only in the left-wing political group and, to a lesser degree, in one of the fraternities. In these two groups, it appears that the most active members were less likely to respond than the less active or newer members. In general, the respondents represent a wide range of group participation, an outcome we took great pains to accomplish.

The student organization study stems both from the social psychological tradition which underlies much of the larger study, and from a sociological approach to complex organizations. Concepts, and later the variables and higher-order dimensions chosen for analysis, derive from this double focus. Thus, social psychological variables, such as attraction, commitment, and normative pressure, become important ways of characterizing groups. More sociological variables such as conflict, effectiveness, and visibility, also serve to range the groups vis-a-vis one another. One of the most crucial aspects of the student organization study derives from its dual social psychological and social structural emphasis: the point is made throughout the research endeavor that groups' relationships with the larger University environment condition internal processes and impacts on members, and vice versa. What happens inside the group is significantly connected with what happens in the group's transactions with the world outside its boundaries.

The first set of analyses, which looked at the inter-relationships of the questions asked in the group questionnaire at both the individual level and the group level, pointed to the importance of distinguishing between affective and value integration. Affective items did not relate highly to value items; each implied different group processes and responses from the membership. An analysis of interest and value items as applied both to the self and to the group indicated the significance of many different value and interest areas to political groups, where a large number of items formed a dense network of inter-relationships. This was not true for fraternities especially, where only social attitudes and sexual standards formed what might be called a "group attitude." Religious groups also appeared to keep to a fairly narrow base centered on religious values. Sororities, contrasted particularly with fraternities, showed greater integration of different value areas.

Following the logic of developing ways of comparing the groups, a multiple discriminant analysis again demonstrated the similarity of the fraternities and sororities, at least when they were included in an analysis with the religious and political groups. The fundamentalist religious group and the left-wing political group, respectively, emerged on opposite ends of the graph of the first two discriminating multivariate dimensions. The most important variables in distinguishing among the groups were those which had to do with the groups' relations with the University (Discriminant 1 had high loadings on measures of discrepancy with the University; Discriminant 2 had high loadings on measures which indicated the group's overall conservatism or liberalism on a number of areas compared to the University).

This led us directly to examine the connections between different kinds of relationships with the University and internal group processes. The groups were classified into those with high or low difference with the University and cross-cut by high or low contact with faculty, administration and students. The theme of affective vs. value integration re-emerged in the data and could now be pinned down to different relation-

ships with the University. Groups which perceive great differences between themselves and the larger University, whether or not they engage in high interaction with other sectors of the University, develop a value-laden climate which promotes high agreement among members, high commitment to the group, exerts strong normative pressures and attracts new members because of the group's values. The "withdrawal" groups, those perceiving much difference but which interact little with the University, show the highest level of value consensus (as well as religious traditionalism).

Groups which report much contact, regardless of perceived difference, exhibit a group climate based on affectivity and energy: a high level of pressure to participate as well as high levels of participation and much attraction to the group.

The study documents the variability among student organizations, across types and within types. Attempts to understand the basis of similarities and differences among groups led to two major sets of findings. 1) Groups develop different ways of integrating their members based on values, on the one hand, and affective ties on the other. 2) Groups' internal processes are connected with their relationships with the larger University. Bringing these two themes together, the study shows that value integration inside groups is related to a high sense of value difference with the University. Affective integration is related to high interaction with other parts of the University.

Bibliography

Anderson, T.W. An Introduction to Multivariate Statistical Analysis, New York: Wiley, 1958.

Blau, P.M. "Formal Organization: Dimensions of Analysis," American Journal of Sociology, 63:58-69, 1957.

Bryan, J.G. "The Generalized Discriminant Function: Mathematical Foundation and Computational Routine," Harvard Educational Review, XXI:90-95, 1951.

Etzioni, A. A Comparative Analysis of Complex Organizations, Glencoe, Illinois: The Free Press, 1961.

Feldman, K. and Newcomb, T.M. The Impact of College on Students, San Francisco: Jossey-Bass, 1969.

Findikyan, N. and Sells, S.B. "Organizational Structure and Similarity of Campus Student Organizations," Organizational Behavior and Human Performance, 1:169-190, 1966.

Golembiewski, R.T. "Small Groups and Large Organizations," in March, J.G. (ed.), Handbook of Organizations, Chicago: Rand-McNally, 1965, 87-141.

Goodman, L.A. and Kruskal, W.H. "Measures of Association for Cross-Classifications," Journal of the American Statistical Association, 49:732-764, 1954.

Gurin, G.; Newcomb, T.M. and Cope, R.G. Characteristics of Entering Freshmen Related to Attrition in the Literary College of a Large State University, Ann Arbor: Survey Research Center, Institute for Social Research, 1968.

Hemphill, J.K. and Westie, C.M. "The Measurement of Group Dimensions," Journal of Psychology, 29:325-342, 1950.

Huntley, C.W. "Changes in Study of Values Scores During the Four Years of College," Genetic Psychology Monographs, 71:349-383, 1965.

Jones, L.V. and Boch, D.R. "Multiple Discriminant Analysis Applied to 'Ways to Live' Ratings from Six Cultural Groups," Sociometry, 23: 162-176, 1960.

Loy, J.W. "Social Psychological Characteristics of Innovators," American Sociological Review, 34:73-81, 1969.

Nasatir, D. "Collegiate Contexts," paper read at the annual meeting of the College Student Personnel Institute, Claremont, California, 1965 (mimeo).

Newcomb, T.M.; Koenig, K.E.; Flacks, R. and Warwick, D.P. Persistence and Change: Bennington College and Its Students After Twenty-Five Years, New York: Wiley, 1967.

Nunnally, J.C. Psychometric Theory, New York: McGraw-Hill, 1967.

Parsons, T. "Suggestions for a Sociological Approach to the Theory of Organizations," Administrative Science Quarterly, 1:63-85, 1956.

Rao, C.R. Advanced Statistical Methods in Biometric Research, New York: Wiley, 1952.

Rettig, S. "Multiple Discriminant Analysis: An Illustration," American Sociological Review, 29:389-402, 1964.

Rulon, P.J. "Distinctions Between Discriminant and Regression Analysis and a Geometric Interpretation of the Discriminant Function," Harvard Educational Review, XXI:80-90, 1951.

Scott, W.A. Values and Organizations, Chicago: Rand-McNally,1965.

Selvin, H. "The Impact of University Experiences on Occupational Plans," The School Review, 71:317-329, 1963.

Selvin, H. and Hagstrom, W. "The Empirical Classification of Formal Groups," in Newcomb, T.M. and Wilson, E.K. (eds.) College Peer Groups: Problems and Prospects for Research, Chicago: Aldine, 1966, pp. 162-189.

Thorndike, R.L. and Hagen, E. Ten Thousand Careers, New York: Wiley, 1959.

Tiedeman, D.V. "The Utility of the Discriminant Function in Psychological and Guidance Investigations," Harvard Educational Review, XXI:71-80, 1951.

Wheeler, S. "The Structure of Formally Organized Socialization Settings," in Brim, B. and Wheeler, S. (eds.) Socialization After Childhood: Two Essays, New York: Wiley, 1966, pp. 51-107.

Appendix A

Selection of the Fraternities and Sororities

We asked students in the MSS[1] sample in the spring of 1964 specifically about experiences and intentions regarding fraternities and sororities (Table A-1). In addition to the one-third who were members or pledges, an additional 22 percent had rushed but for various reasons had dropped out along the way and another 13 percent intended to rush in the future. Thus, only one-third of our sample either had not rushed or did not intend to rush sometime in the future.

TABLE A-1

Relation to Fraternities and Sororities, Freshmen and Sophomores, Spring 1964

Never rushed		32.9%
Intend to rush in the future		12.0
Rushed but dropped out before final bids		11.8
Rushed and received a bid but did not pledge	22.2	4.3
Rushed and didn't receive a bid		4.1
Rushed and pledged but later depledged		2.0
Rushed and pledged; still a member		32.0

N = 1,089

These figures just for freshmen and sophomores in the College of Literature, Science and the Arts exaggerate the proportion of the undergraduate student body connected with fraternities and sororities in fall 1964, since the MSS sample does not include upperclassmen and pre-professional students, who tend to be less involved in the Greek system. They are certainly greater than the proportions of affiliated students in subsequent years, when the fraternity and sorority system lost its attraction.

TABLE A-2

Proportion of Undergraduates in Fraternities, and Sororities, 1964-1968[a]

	Fall 1964	Fall 1965	Fall 1966	Fall 1967	Fall 1968
Fraternities	17%	16%	16%	15%	14%
Sororities	18	16	16	15	14
Total Undergraduate Enrollment[b]	16,514	17,488	18,255	19,332	19,841

[a] Source: University Housing Office.

[b] Ann Arbor campus only. Includes all classes in all undergraduate colleges.

[1] MSS refers to the Michigan Student Study, the longitudinal study of 1962 and 1963 entrants to the College of Literature, Science and the Arts.

Simply in terms of the large numbers of students involved in the Greek system, we were committed to including fraternities and sororities in our roster of student organizations. We also wanted to include them because it was clear from our analysis of friendship circles that they provided an important context for the formation of friendships. We knew there was a wide range in prestige, size, dominant style and culture, openness and cohesiveness among the fraternities and sororities. We wanted to tap into this diversity as a research problem in its own right and also to relate the different modes to the group and individual processes and outcomes measured in the larger study. We were confirmed in this decision by the president of the Interfraternity Council and the Panhellenic Association and by the four people in the Office of Student Affairs, his Director of Student Organizations, and the two people directly in charge of fraternities and sororities. They pointed out that fraternities and sororities had the great advantage from the viewpoint of the researcher of a relatively stable and clearly defined membership, a virtue we increasingly appreciated as we ventured into the tangled affairs of students groups that kept incomplete or obsolete lists, where even the definition of "member" was often problematic.

Our next step was to learn enough about sororities and fraternities to be able to group them according to some meaningful criteria. We asked informed observers and participants in the Greek world to generate the meaningful bases of discrimination among the houses that most exemplified each criterion. Finally, after selecting those houses with the highest inter-judge agreement, we chose one or two exemplars of the criterion characteristics that interested us.

We were surprised to find extremely high consensus among our judges, an indication that the characteristics -- or at least reputations -- of fraternities and sororities are monitored and judged in a fairly public way. (Rush is probably the most significant source of information about the aspects of the houses that are most "up front"; these are often, but need not be, the most superficial cosmetic and image-projecting features.) At the time we began, there were forty-four fraternities and twenty-three sororities on campus. Through conversations with the people in the Office of Student Affairs, Inter-Fraternity Council and Panhellenic, we were able to define the following bases of differentiation: size, social emphasis (parties, dating, etc.), athletic "jock" reputation, involvement in University activities (student government, the Union, the League, Homecoming), academic reputation, "big name" prestige ranking, liberalism and openness to the larger University community, conservatism and isolation from the larger University, "brotherhood" or "sisterhood" emphasis. Armed with these characteristics and the list of fraternities and sororities, we asked six fraternity and six sorority presidents or ex-presidents from a wide diversity of houses (selected for us by our first set of informants) to pick out the four or five houses that best exemplified each characteristic. Almost all of these presidents accepted our list and rarely added other characteristics. The results are shown in Table A-3.

TABLE A-3

Inter-Judge Agreement[a] About the Fraternities and Sororities Most Exemplifying Eight Characteristics

	Six Fraternity Presidents	Six Sorority Presidents
"Big Name"	100%	100%
Social	93	75
"Jock"	93	-
Activities	93	70
Liberal, open	74	84
Conservative, closed	67	56
Academic	59	82
"Brotherhood," "sisterhood"	56	56
Average Agreement Over All Characteristics	79	75

[a]Average percentage of six judges agreeing on the top three houses; in case of ties, each tied group is computed in the average.

Assured by the quite high agreement among these well-informed fraternity and sorority presidents, we chose houses on the basis of the criteria which particularly interested us -- social emphasis, "big name," academic, liberal, and conservative -- adding differential size and Gentile, Jewish and black houses into the pool. The houses eventually chosen were intended to represent as diverse a group of fraternities and sororities as could be drawn from the University of Michigan campus, within the constraints set by having to choose no more than ten houses of each, and by the need to secure firm aggreement from the various houses to participate in the study. We took the list of twenty groups back to our original informants in the Office of Student Affairs as a final check, and they concurred in our choice. The groups will henceforth be referred to by number (beginning at Number 10 since nine religious and political groups precede them in the total sample) and are listed below with short descriptive phrases based on the presidents' ratings of the characteristics summarized in Table 4.

Fraternities

Group 10: One of the eight moderately large fraternities; one of the top fraternities in academic performance; Jewish.

Group 11: One of the eight moderately large fraternities; one of the leading "big name" houses; strongly social; identified as conservative by four of the six presidents.

Group 12: One of the nine medium-sized fraternities; not mentioned by any of the presidents as prominent on the eight characteristics; main feature is its nonparticipation in rush.

Group 13: One of the six smallest houses; not mentioned by the presidents as prominent on the eight characteristics; Negro.

Group 14: One of the thirteen largest houses; high in recent academic performance, though not mentioned in this respect by the presidents; Jewish.

Group 15: One of the thirteen largest houses; one of the top fraternities in academic performance.

Group 16: One of the thirteen medium-sized houses; identified as conservative by four of the six presidents.

Group 17: One of the nine medium-sized houses; not significantly mentioned by the presidents as prominent on the eight characteristics, although three did identify this group as conservative.

Group 18: One of the thirteen largest houses; identified by four of the six presidents as liberal.

Group 19: One of the thirteen largest houses; one of the leading "big name" fraternities; strongly social; identified by four of the six presidents as liberal; Jewish.

Sororities

Group 20: One of the nine largest sororities; strongly social; Jewish.

Group 21: One of the six medium-sized sororities; not significantly mentioned by the presidents as prominent on the seven characteristics.

Group 22: One of the six small sororities; not significantly mentioned by the presidents as prominent on the seven characteristics; Negro.

Group 23: One of the nine largest sororities; not significantly mentioned by the presidents as prominent on the seven characteristics.

Group 24: One of the nine largest sororities; one of the leading "big name" sororities; strongly social; Jewish.

Group 25: One of the six medium-sized sororities; one of the leading "big name" sororities; strongly social.

Group 26: One of the nine largest sororities; one of the leading "big name" sororities; strongly social; identified as liberal by five of the six presidents.

Group 27: One of the six smallest sororities; strongly academic; Jewish.

Group 28: One of the nine largest sororities; strongly academic; identified as liberal by five of the six presidents.

Group 29: One of the nine largest sororities; identified as conservative by four of the six presidents.

Selection of the Religious Organizations

At the time we began our study, there were some 25 religious groups listed with the University's Office of Religious Affairs. Some were student fellowships sheltered by churches in Ann Arbor, particularly those close to the campus. Others were local affiliates of national student religious organizations; a few were autonomous locals unconnected either with a specific church (although they were usually denominationally identified) or with a national organization. Our first step in working through this maze of groups was to speak with officials in the Office of Religious Affairs and with various campus ministers. Although the Office of Religious Affairs has emphasized the integration of student religious groups into the larger University environment and has taken on an intellectual, liberal, nonevangelistic view of the role of religion in the lives of students, not all groups shared these orientations. The year before we began our work, the Office of Religious Affairs conducted a study of religious groups which tried to find out what roles they saw themselves playing in the University community. The following variety of responses turned up, based on interviews with the director (or advisor) and a student officer from 22 responding groups (Table A-4).

TABLE A-4

Self-Perceived Roles Played by Twenty-Two Religious Organizations

Q.1. "Describe briefly the role and function of your religious organization."

Commitment to Jesus Christ and Evangelistic outreach	2 groups
Ministry to people of own denomination	4 groups
Ministry to people of own denomination and ministry to the campus	5 groups
Provide the kind of atmosphere and program where questions could be asked and growth take place	5 groups
Relate religion to the world and its problems	4 groups
International community	1 group
Promote understanding among all religions	1 group

Q.2. "Who decided what the organization, role and function of your religious body should be, i.e., a national body, a local board, the pastor?"

Students on a student committee with the counselor's aid	8 groups
National headquarters, local board, students and staff	5 groups
National body gives advice but students and counselor are fairly autonomous	4 groups
Local board helps students and counselor	3 groups
Counselor, responsible to a local board	1 group
Students	1 group

TABLE A-4 (Cont)

Q.3. "Is your organization related or actively seeking to be related to people in the University community who are not members of your religious group?"

Yes	13 groups
No	4 groups
Not actively seeking but open	5 groups

Q.4. "Do you see your group as an agent for change in the University?"

Yes	13 groups
No	9 groups

In addition to information from this study, we asked a liberal campus minister and a lay advisor to a very conservative student religious organization to rate student religious organizations on a six-point scale ranging from extremely fundamentalist-conservative to extremely anti-fundamentalist-liberal. Despite the rather basic religious differences between them, these two men agreed exactly in their ratings of 12 out of 17 cases. Of the five disagreements, all were on the same end of the continuum. The distributions are shown in Table A-5.

TABLE A-5

Ratings of Seventeen Religious Groups on Degree of Fundamentalism by Two Informants

Total Agreement

Extremely fundamentalist	2 groups
Very fundamentalist	4 groups
Somewhat fundamentalist	3 groups
Somewhat anti-fundamentalist	1 group
Very anti-fundamentalist	1 group
Extremely anti-fundamentalist	1 group

Partial Agreement

Informant 1:	Very fundamentalist	
Informant 2:	Somewhat fundamentalist	1 group
Informant 1:	Somewhat anti-fundamentalist	
Informant 2:	Very anti-fundamentalist	1 group
Informant 1:	Somewhat anti-fundamentalist	
Informant 2:	Extremely anti-fundamentalist	2 groups
Informant 1:	Very anti-fundamentalist	
Informant 2:	Extremely anti-fundamentalist	1 group
	Total	17 groups

On the basis of these ratings and the self-descriptions of role and function drawn from the Office of Religious Affairs study, we were able to choose five sharply differentiated religious groups, adding diversity in size and structure as bases for selection. The final list of groups, identified by number, is described briefly below:

Group 1: A small group sponsored by a local church; highly integrated into the adult congregation; described as extremely fundamentalist by both informants; seesits role as evangelistic.

Group 2: A large amorphous group sponsored by five churches but with its own independent facility on campus; no clear definition of membership; described as extremely anti-fundamentalist by both informants; sees its role as relating religion to the world and its problems.

Group 3: A large chapter of a national religious organization for students; no church affiliation; described as fundamentalist by one informant, somewhat fundamentalist by the other; sees its role as evangelistic.

Group 4: A large group connected to the campus church of a major denomination; membership is automatic for any student who identifies himself as a member of the denomination; described as very fundamentalist by both informants; sees its role as ministering to the needs of the people in its own denomination.

Group 5: A medium-sized group sponsored by a local church of major denomination; somewhat separate from the adult congregation; described as very anti-fundamentalist by one informant, as only somewhat anti-fundamentalist by the other; sees its role as ministering both to its own denomination and to the campus more widely.

Two excerpts from interviews with the student president of Group 1 and the minister-advisor to Group 2 give a flavor of the vast gulf that lies between two groups on the same university campus; they are from (and in) different worlds.

Interview with George Chalmers, president of Group 1

Members of Group 1 are recruited primarily through personal invitation. Although occasionally general announcement in the Daily of activities are made, these are usually unsuccessful in attracting new members. Sometimes members canvass the neighborhoods in Ann Arbor in search of potential recruits. Apparently, anyone who comes to meetings once or twice is subject to a great deal of pressure to join the group; George and other officers make personal visits to their homes to try to make friends with them and to persuade them to join; even we were not immune from these. Several days after the interview we both received from George a short note along with a booklet on Christianity. The great majority of new members are recruited from the freshman class and, after the first few weeks of school, the turnover is very small. Most of the students who join as freshmen remain members for their four years in college. There

are many engineering students. Members usually come from a very conservative religious background and George classified them into two types: (1) those who want to escape from the University, who feel their beliefs are attacked by professors and other students and who want warm fellowship and support and (2) those who are thoughtful of the criticism of their faith and are seeking answers to their questions. George himself belonged to a Baptist church at home and came to the church here upon the suggestion of his home minister. Although the teachings of the church were slightly different from those of his home church, he felt that it would satisfy his needs. He wanted to find, first of all, a church with devout beliefs for he has found, from past experiences, that it is in such a group that people get together most often to discuss their beliefs. He also wanted to join a group in which the people were concerned about meeting the community and one in which all members participate.

George sees this group as being very conservative and existing in spite of a very liberal University. The group makes little attempt to integrate the student into the University; rather it isolates and protects him from the liberalizing atmosphere and enables him to keep his faith. George did not feel that the atmosphere of the University was hostile, although he found, especially in his English course, that he was"a minority of one" because of his views. He finds that it is particular individuals, not the University, who show hostility to him because of his beliefs. He feels that many students do not know enough about religion and are not willing to investigate the possibilities that it may offer them. George was somewhat concerned about the image that his church has among the students. "We hear the label 'fundamentalists' tossed at us" and he feels that many people do not know what this term means. Many students think that a fundamentalist is one who is overenthusiastic about religion without knowing why. They also feel that a fundamentalist is very rigid in his beliefs, does not consider other interpretations, never changes and completely ignores the realities of the world. In George's view, a fundamentalist is one who believes in a fairly literal interpretation of the Bible, but does leave room for other interpretations. In general, the doctrine of the church is ill appreciated among members of the student body, so it draws a fair number of students who feel persecuted. He feels that his group is moderately successful and realistic in helping them solve their problems.

Interview with Reverend Fred Williams, advisor to Group 2

This group presents a unique problem to us in terms of its membership. As Williams said, the popular saying is "There is no (Group 2) and we are its membership." Actually, there is no core of membership as such. Group 2 sponsors a week-long program, and their big events are luncheons to which they invite guest speakers. The average attendance ranges from 35-55 at these, and there have never been fewer than 18 people. However, one of the group's problems is that there is little overlap among the people who come to the different activities; the students come to hear whoever they are interested in, and Reverend Williams accounts for the lack of core membership in terms of the pressures of the trimester and the movement away from "groupness." There is a council, consisting of

several students who share in the administrative work and program planning. The members of the council have been elected in the past, but Williams feels that this is a silly method because of the lack in overlap of attendance from meeting to meeting.

In an attempt to attract members, they send mail to all those whose names they receive from registration. However, there is very little response from these people. The active mailing list, which numbers in the hundreds, is far more important in raising attendance at meetings. Anyone who walks through the door is put on the mailing list if his name is known, and hundreds of people walk through the door every month, for one reason or another. Despite the fact that Group 2 is sponsored by five different churches, only 10% of the students who come are affiliated with these denominations. The other 90% are non-church related students, and a large number of them are Jews. Both graduates and undergrads attend group activities, a mixture which pleases Williams. He also mentioned, "We don't hang on to many freshmen, but the ones who stay are the ones who are on the dean's list." A special effort is made to attract foreign students. An attempt was also made to attract engineers, but this was completely unsuccessful. When Williams first came, seven out of ten students were engineers, but now none at all attend.

In reply to the question, "What are you trying to do?" Rev. Williams said, "The campus is an intellectual community, and any group which wants to be integral to the life of the community should have the same flavor". The group is concerned with the intellectual development of students as well as their emotional growth. Williams does not draw a line between the religious and the secular; he is not afraid of the secular, but rather is very involved with the world. He feels that the sacred is implicit in the secular, and that this is the way God, "if there is one" wants it to be.

Selection of the Political Organizations

The task of selecting political groups was more straightforward than the procedure for the fraternities, sororities and religious organizations. When we began our work in the fall of 1965, there were twelve permanent or ad hoc political action or political discussion groups listed with the Office of Student Affairs. Membership overlapped in some of these groups--some members of the local chapter of SDS, for instance, also belonged to the University of Michigan Student Employees' Union. We wanted to avoid selecting groups whose membership overlapped to any significant degree, since our aim again was a diversity among the political groups. We also wanted groups that were permanent and had some history on the campus. Our choice was pretty well determined by the groups which met these exigencies. These are:

Group 6: a large, leftwing chapter of a national student organization unconnected with either major political party.

Group 7: a small, rightwing chapter of a national student organization unconnected with either major political party.

Group 8: a large, liberal chapter of a national student organization connected with one of the major political parties.

64 Group 9: a large, moderate chapter of a national student organization connected with one of the major political parties.

APPENDIX B

Group Questionnaire for New Members

INSTRUCTIONS

1. Please read the instructions and questions carefully.

2. Answer the questions yourself. Do not consult with anyone else. We are interested in your responses.

3. Try to answer every question, even when you are not absolutely certain of the answer. There are no "right" answers.

4. Your group is not referred to by name in the questionnaire. Please answer questions for "your group" or "your organization" in terms of the group for which you were chosen.

5. The questions refer to your group and to your experiences within it for the length of time you have been associated with it. We are interested in your responses as a new member.

6. We have tried to anticipate all contingencies for all groups. If, however, some of the categories within the questions are inappropriate to you or your group, write "Inap" or draw a line through them.

   If there are applicable categories which we have missed, please write them within the relevant question or within the "other" category if it appears in that question.

7. Comments, qualifications or expansions may be written in the margins or on attached sheets. Indicate carefully the questions to which you refer. We recognize the limitations of the "precoded" form and encourage additional comments.

8. In certain questions, we ask for the names of friends at Michigan. We assure you of the same confidentiality for these people as we have guaranteed you in the questionnaire. The names are necessary in analyzing the groupings of friendships.

9. IF THIS QUESTIONNAIRE WAS MAILED TO YOU: Return the questionnaire in the self-addressed, stamped envelope we have enclosed with the questionnaire. Please answer and return the questionnaire as quickly as possible. A fast return of the sample facilitates the progress of the research.

10. IF YOU BELONG TO MORE THAN ONE STUDENT ORGANIZATION INCLUDED IN OUR SAMPLE OR HAVE RECEIVED MORE THAN ONE SET OF QUESTIONNAIRES: Please call us and we will discuss which group you should answer a questionnaire for.

11. If you have any questions about the questionnaire or the study, please call us. We will be happy to elaborate or clarify any aspect of the project. Ask for Dr. Gerald Gurin at 764-9300, Institute for Social Research.

I-1

PART I

GROUP QUESTIONS

1. When did you first become associated with your group? _____
(approximate date)

2. How did you hear about the group? How did you know about the group in the first place? (CHECK AS MANY OF THE WAYS YOU HEARD ABOUT THE GROUP THAT ARE APPLICABLE TO YOU)

☐ From posters, advertisements around campus

☐ Table at registration

☐ From announcements in the Michigan Daily

☐ A close friend at the University told me about it

☐ Another student (not a close friend) told me about it

☐ A faculty member, teaching fellow, or member of the administration told me about it

☐ Someone back home told me about it; e.g., family members, high school friends, alumni, etc.

☐ Other ways you heard about the group (PLEASE SPECIFY) _____

_____

_____

_____

3. What are some of the reasons why you wanted to join (or become associated with) your group? (CHECK AS MANY OF THE REASONS LISTED BELOW THAT ARE APPLICABLE TO YOU, AND WRITE IN THE SPECIFICS WHEN THEY ARE ASKED FOR)

☐ I was attracted to the beliefs, values, interests, or goals of the group. (SPECIFY: WHICH BELIEFS, VALUES, ETC. AND HOW THESE INTERESTED YOU PERSONALLY)

_____

_____

_____

☐ I was attracted to the activities and program of the group. (SPECIFY: WHICH ACTIVITIES AND HOW THESE INTERESTED YOU PERSONALLY)

_____

_____

_____

66

(CONTINUED ON NEXT PAGE)

3. (Cont)

☐ I liked or respected people already in the group. (PLEASE FILL IN THEIR NAMES AND CHECK WHETHER OR NOT THEY WERE GOOD FRIENDS OF YOURS AT THE TIME YOU JOINED THE GROUP)

Names	A Good Friend? Yes	No
1. _____	☐	☐
2. _____	☐	☐
3. _____	☐	☐

☐ Friends of mine planned to join and I joined with them. (SPECIFY WHO)

_____

_____

☐ I was encouraged to join by a faculty member, teaching fellow, or member of the administration

☐ I was encouraged to join by someone back home; e.g., family members, high school friends, alumni, etc

☐ Other reasons for joining (PLEASE SPECIFY) _____

_____

_____

_____

4. So far, how much time per week on the average have you spent on activities related to the group? Include everything such as group-related telephone calls, reading materials, attending meetings, going to social affairs, etc. If you have not spent any time in connection with the group, write a zero in the space provided. Do not leave it blank. (SORORITY AND FRATERNITY MEMBERS: DO NOT INCLUDE THE TIME YOU SPEND ON THE DAILY ROUTINE OF LIVING IN THE HOUSE. DO INCLUDE THINGS LIKE MEETINGS, PARTIES, CAMPUS OR COMMUNITY SERVICE, COMMITTEES, DANCES.)

_____ hours per week on the average

5. Once the year is under way, how much time do you think you will be spending during an average week on activities related to the group? Include everything such as group-related telephone calls, reading materials, attending meetings, going to social affairs, etc. If you do not think you will be spending any time in connection with the group, write a zero in the space provided. Do not leave it blank. (SORORITY AND FRATERNITY MEMBERS: DO NOT INCLUDE THE TIME YOU SPEND ON THE DAILY ROUTINE OF LIVING IN THE HOUSE. DO INCLUDE THINGS LIKE MEETINGS, PARTIES, CAMPUS OR COMMUNITY SERVICE, COMMITTEES, DANCES.)

_____ hours per week on the average

67

6. Do you think you will still be a member (or participant) of the group by the end of the year? (CHECK ONE)

- ☐ Definitely yes
- ☐ Probably yes

(SKIP TO Q. 7)

- ☐ Probably no
- ☐ Definitely no
- ☐ Don't know

(ANSWER Q. 6a)

(PROBABLY NO, DEFINITELY NO, DON'T KNOW)

6a. What are some of the reasons why you may not remain a member (or participant) in the group? (PLEASE BE SPECIFIC)

_____

_____

7. How important would you say the group <u>will be</u> to you? Think of importance in this way. Suppose you had to leave the group for some reason and could no longer have any contact with it. If that happened, how much would you miss the group - how much loss would you feel? (CHECK ONE)

- ☐ This group will be of <u>crucial importance</u> to me - it is hard to think of life at Michigan without this group
- ☐ This group will be <u>very important</u> to me - I would miss my contact with this group a great deal
- ☐ This group will be <u>fairly important</u> to me - I would miss my contact with this group to some degree
- ☐ This group will be <u>not really important</u> to me - I would not really miss my contact with this group

8. How important would you say this group is to most members? (CHECK ONE)

- ☐ This group is of <u>crucial importance</u> to them--they would find it hard to think of life at Michigan without this group
- ☐ This group is <u>very important</u> to them--they would miss their contact with this group a great deal
- ☐ This group is <u>fairly important</u> to them--they would miss their contact with this group to some degree
- ☐ This group is <u>not really important</u> to them--they would not really miss their contact with this group

9. How important would you say this group is to <u>new</u> vs. <u>old</u> members? (CHECK ONE)

- ☐ This group is <u>much more</u> important to <u>new</u> members than to <u>old</u> members
- ☐ This group is <u>somewhat more</u> important to <u>new</u> members than to <u>old</u> members
- ☐ This group is cf <u>equal</u> importance to both <u>new</u> and <u>old</u> members
- ☐ This group is <u>somewhat less</u> important to <u>new</u> members than to <u>old</u> members
- ☐ This group is <u>much less</u> important to <u>new</u> members than to <u>old</u> members

10. How strong a sense of belonging do you feel you have to the group? How much do you really feel a part of the group? (CHECK ONE)

- ☐ Little or no sense of belonging
- ☐ Some sense of belonging
- ☐ Fairly strong sense of belonging
- ☐ Strong sense of belonging

11. Who would you say are your five best friends here at Michigan--the people you feel pretty close to, whether fellows or girls, romantic or nonromantic friends, fellow students or anyone else in your life at the University. (NOTE: WE ARE INTERESTED IN YOUR FIVE BEST FRIENDS AT MICHIGAN, WHETHER OR NOT THEY ARE MEMBERS OF YOUR GROUP.)

Please print the first and last names of these friends, check whether they are male or female and indicate where they come from.

As we have indicated, we are interested in the friends' names only to enable us to analyze the data according to groupings of friends.

(NOTE: IT IS IMPORTANT THAT YOU NAME FIVE PERSONS EVEN THOUGH SOME OF THESE MAY BE SOMETHING LESS THAN "BEST" FRIENDS. IT IS NOT NECESSARY THAT YOU KNOW OR LIKE EACH OF THE FIVE FRIENDS MENTIONED EQUALLY WELL.)

	Name of Friend here at Michigan (First and Last Names)	Male	Female	Where they come from (City and state; country, if foreign)
Friend A:	_____	☐	☐	_____
Friend B:	_____	☐	☐	_____
Friend C:	_____	☐	☐	_____
Friend D:	_____	☐	☐	_____
Friend E:	_____	☐	☐	_____

12. We would like some information about the connection (if any) your best friends have to your group. The five columns below list each of your friends. Make sure you use the same letters for each friend as you used in Question 11. For each friend separately, first answer Question "a" (whether each of your friends belong to your group). When the answer is "Yes," go on to answer Questions "b" and "c". When the answer is "No," answer Question "d".

		Friend A	Friend B	Friend C	Friend D	Friend E
a. Does this friend belong to your group? (CHECK ONE FOR EACH FRIEND) (IF YES: ANSWER Q. "b" & "c" FOR EACH FRIEND) (IF NO: ANSWER Q. "d" FOR EACH FRIEND)	Yes	☐	☐	☐	☐	☐
	No	☐	☐	☐	☐	☐
b. Did you know this friend before you joined the group? (CHECK ONE FOR EACH FRIEND)	Yes	☐	☐	☐	☐	☐
	No	☐	☐	☐	☐	☐
c. Who joined the group first? (CHECK ONE FOR EACH FRIEND)	Friend joined first	☐	☐	☐	☐	☐
	I joined first	☐	☐	☐	☐	☐
	We joined at the same time	☐	☐	☐	☐	☐
d. Do you wish that this friend belonged to the group? (CHECK ONE FOR EACH FRIEND)	Yes	☐	☐	☐	☐	☐
	No	☐	☐	☐	☐	☐

13. We have been talking about your five best friends at Michigan. Suppose we didn't restrict the question to Michigan but asked you to name your five best friends generally; where would your Michigan friends fit in? (CHECK ONE)

☐ Most of my five best friends at Michigan would be included in a list of my five best friends generally

☐ One of two of my friends at Michigan would be included in a list of my five best friends generally

☐ None of my friends at Michigan would be included in a list of my five best friends generally

ISR 62

14. If you were not to participate in some important group activities, how likely is it that a group member would let you know you should? (CHECK ONE)

- ☐ Someone would certainly let me know
- ☐ Someone would probably let me know
- ☐ Someone might let me know
- ☐ Probably no one would let me know
- ☐ No one would let me know

15. How much pressure is there on you to participate in the group's activities? (CHECK ONE)

- ☐ A great deal of pressure
- ☐ Quite a bit of pressure
- ☐ Some pressure
- ☐ A little pressure
- ☐ No pressure at all

16. If you feel any pressure at all, what is its main source? (CHECK ONE)

- ☐ The president and/or other officers
- ☐ The advisor to the group
- ☐ Other members (excluding officers)
- ☐ Other (SPECIFY WHO) _____

17. Members differ in the extent to which they share the dominant beliefs and values of the groups to which they belong. Sometimes it doesn't matter to the group whether members share such values and beliefs. Sometimes it does. In the next three questions, we ask you what happens when members do not share the dominant beliefs and values of your group (whatever they are).

"Not sharing" means <u>any</u> difference between members and the group in the group's crucial beliefs and values; sometimes, differences can exist without being expressed in criticisms, arguments, or conflicts. We want you to think of "not sharing" in this broad sense, as including underlying differences as well as open disagreements.

If you were not to share the dominant beliefs and values of your group, how likely is it that a group member would let you know you should? (CHECK ONE)

- ☐ Someone would certainly let me know
- ☐ Someone would probably let me know
- ☐ Someone might let me know
- ☐ Probably no one would let me know
- ☐ No one would let me know

18. How much pressure is there on you to share the dominant beliefs and values of your group? (CHECK ONE)

- ☐ A great deal of pressure
- ☐ Quite a bit of pressure
- ☐ Some pressure
- ☐ A little pressure
- ☐ No pressure at all

19. To what extent are you <u>in fact</u> in agreement with the dominant values and beliefs of your group? (CHECK ONE)

- ☐ Very high agreement
- ☐ High agreement
- ☐ Moderate agreement
- ☐ Low agreement
- ☐ Very low agreement

20. Very often a particular group has a general "atmosphere," and one can think of a number of adjectives or phrases that could be used in describing the group. Below are a number of pairs of phrases or adjectives labeled "A" and "B" which might be used to describe group atmospheres. For <u>each</u> pair, check the alternative that indicates how much you feel either phrase characterizes the atmosphere of your group. Do these quickly and give your first impression.

(CHECK ONE BOX FOR EACH PAIR)	<u>A</u> is <u>very</u> <u>charac-</u> <u>teristic</u> of the <u>group</u>	A is <u>fairly</u> <u>charac-</u> <u>teristic</u> of the <u>group</u>	Neither A nor B is <u>charac-</u> <u>teristic</u> of the <u>group</u>	B is <u>fairly</u> <u>charac-</u> <u>teristic</u> of the <u>group</u>	B is <u>very</u> <u>charac-</u> <u>teristic</u> of the <u>group</u>
1. A. Politically conservative B. Politically liberal	☐	☐	☐	☐	☐
2. A. Unconventional B. Conventional	☐	☐	☐	☐	☐
3. A. Intellectual B. Not intellectual	☐	☐	☐	☐	☐
4. A. Accepting of traditional religious beliefs B. Rejecting of traditional religious beliefs	☐	☐	☐	☐	☐
5. A. Against the war in Viet Nam B. Supports the war in Viet Nam	☐	☐	☐	☐	☐
6. A. Closed B. Open	☐	☐	☐	☐	☐
7. A. Absorbed in social life and dating B. Not absorbed in social life and dating	☐	☐	☐	☐	☐
8. A. Absorbed in studies and academic work B. Not absorbed in studies and academic work	☐	☐	☐	☐	☐
9. A. Liberal conception of sexual standards and morality B. Conservative and traditional conception of sexual standards and morality	☐	☐	☐	☐	☐
10. A. Warm B. Cold	☐	☐	☐	☐	☐
11. A. Positive toward fraternities and sororities B. Negative toward fraternities and sororities	☐	☐	☐	☐	☐
12. A. Relaxed B. Tense	☐	☐	☐	☐	☐

21. Now, please use the same set of adjectives to describe yourself.

(CHECK ONE BOX FOR EACH PAIR)	A is very characteristic of me	A is fairly characteristic of me	Neither A nor B is characteristic of me	B is fairly characteristic of me	B is very characteristic of me
1. A. Politically conservative B. Politically liberal	☐	☐	☐	☐	☐
2. A. Unconventional B. Conventional	☐	☐	☐	☐	☐
3. A. Intellectual B. Not intellectual	☐	☐	☐	☐	☐
4. A. Accepting of traditional religious beliefs B. Rejecting of traditional religious beliefs	☐	☐	☐	☐	☐
5. A. Against the war in Viet Nam B. Supports the war in Viet Nam	☐	☐	☐	☐	☐
6. A. Closed B. Open	☐	☐	☐	☐	☐
7. A. Absorbed in social life and dating B. Not absorbed in social life and dating	☐	☐	☐	☐	☐
8. A. Absorbed in studies and academic work B. Not absorbed in studies and academic work	☐	☐	☐	☐	☐
9. A. Liberal conception of sexual standards and morality B. Conservative and traditional conception of sexual standards and morality	☐	☐	☐	☐	☐
10. A. Warm B. Cold	☐	☐	☐	☐	☐
11. A. Positive toward fraternities and sororities B. Negative toward fraternities and sororities	☐	☐	☐	☐	☐
12. A. Relaxed B. Tense	☐	☐	☐	☐	☐

22. All groups teach or affect their members to some degree. Some attempt to teach or affect their members directly--through orientation meetings, training sessions, study groups, and so on. Some groups teach or affect their members indirectly--almost as a byproduct of being together and doing things together.

How directly does your group attempt to teach or affect new members? (CHECK ONE)

- ☐ Very directly
- ☐ Somewhat directly
- ☐ Somewhat indirectly
- ☐ Very indirectly
- ☐ Neither directly nor indirectly; my group does not try to teach or affect new members

23. How much do you think your group is concerned with teaching or influencing new members? (CHECK ONE)

- ☐ Very much concerned
- ☐ Concerned
- ☐ Unconcerned
- ☐ Not at all concerned

24. What does your group try to teach new members? What kinds of effects would it like to have on new members? (BE SPECIFIC AS TO THE CONTENT OF THE TEACHING AND INFLUENCE)

_____

_____

_____

_____

_____

25. How does your group try to teach new members? What means does it use to affect new members? (BE SPECIFIC AS TO THE WAYS AND MEANS USED)

_____

_____

_____

_____

_____

26. Suppose as a result of strong opposition within the University your group were in real danger of going out of existence. How much effort would you be willing to spend in order to prevent this? (CHECK ONE)

- ☐ A very great deal
- ☐ Quite a bit
- ☐ Some
- ☐ A little
- ☐ None

27. How much opposition to your group do you think actually exists within the University? (CHECK ONE)

- ☐ A very great deal
- ☐ Quite a bit
- ☐ Some
- ☐ A little
- ☐ None

28. Suppose as a result of general member disinterest your group were in real danger of going out of existence. How much effort would you be willing to spend in order to prevent this? (CHECK ONE)

- ☐ A very great deal
- ☐ Quite a bit
- ☐ Some
- ☐ A little
- ☐ None

29. What would you say are the major goals and purposes of your group? Be as specific as you can about the things your group is trying to accomplish. (WRITE IN ORDER OF IMPORTANCE)

Goal 1 (Most important) _____

_____

Goal 2 (Second most important) _____

_____

Goal 3 (Third most important) _____

_____

30. Using the following pairs of phrases or adjectives labelled "A" and "B", please check the alternative that indicates how much you feel either phrase characterizes the atmosphere of the University of Michigan. Do these quickly and give your first impression.

(CHECK ONE BOX FOR EACH PAIR)

	A is very characteristic of the University	A is fairly characteristic of the University	Neither A nor B is characteristic of the University	B is fairly characteristic of the University	B is very characteristic of the University
1. A. Politically conservative B. Politically liberal	☐	☐	☐	☐	☐
2. A. Unconventional B. Conventional	☐	☐	☐	☐	☐
3. A. Intellectual B. Not intellectual	☐	☐	☐	☐	☐
4. A. Accepting of traditional religious beliefs B. Rejecting of traditional religious beliefs	☐	☐	☐	☐	☐
5. A. Against the war in Viet Nam B. Supports the war in Viet Nam	☐	☐	☐	☐	☐
6. A. Closed B. Open	☐	☐	☐	☐	☐
7. A. Absorbed in social life and dating B. Not absorbed in social life and dating	☐	☐	☐	☐	☐
8. A. Absorbed in studies and academic work B. Not absorbed in studies and academic work	☐	☐	☐	☐	☐
9. A. Liberal conception of sexual standards and morality B. Conservative and traditional conception of sexual standards and morality	☐	☐	☐	☐	☐
10. A. Warm B. Cold	☐	☐	☐	☐	☐
11. A. Positive toward fraternities and sororities B. Negative toward fraternities and sororities	☐	☐	☐	☐	☐
12. A. Relaxed B. Tense	☐	☐	☐	☐	☐

77

31. In this question, we would like you to focus on how interested you and other group members are in a number of areas. Below is a list of things in which people have different degrees of interest. In the column headed "Importance to me," indicate how interested you are in each area. Then, in the column headed "Importance to group members," indicate how interested other members of your group are in each area. If you feel you are simply unable to make a judgment in a particular area, use the question mark symbol. But please use it only when you feel you really don't know.

DEGREE OF INTEREST IN AREAS

1	The area is of very special interest, of great importance
2	The area represents a fairly important interest
3	The area is of minor importance
0	The area is of no interest at all, of no importance
?	In this particular area I am simply unable to make a judgment--I really don't know

Area of interest	Importance to me	Importance to group members
A. Interest in campus issues and politics; student regulations	___	___
B. Interest in studying; taking the course work seriously	___	___
C. Interest in international understanding; ways of promoting peace; disarmament	___	___
D. Interest in the world of ideas; the intellectual life; excitement in exploring new ideas	___	___
E. Interest in evaluating myself and others with respect to being "sharp" or "cool"; concern with the kind of clothes that one wears; how one talks and behaves when he is with others	___	___
F. Interest in the arts--music, painting, literature, poetry	___	___
G. Interest in religious standards and beliefs; concern with taking a religious perspective toward life	___	___
H. Interest in the contemporary political scene; national and international affairs; current events	___	___
I. Interest in dating and social life	___	___

Group Questionnaire for Old Members

INSTRUCTIONS

1. Please read the instructions and questions carefully.

2. Answer the questionnaire yourself. Do not consult with anyone else. We are interested in your responses.

3. Try to answer every question, even when you are not absolutely certain of the answer. There are no "right" answers.

4. Your group is not referred to by name in the questionnaire. Please answer questions for "your group" or "your organization" in terms of the group for which you were chosen.

5. The questions refer to your group, and to your experiences within it as of last year. Please answer the questions as you would have responded last spring.

6. We have tried to anticipate all contingencies for all groups. If, however, some of the categories within the questions are inappropriate to you or your group, write "Inap." or draw a line through them.

   If there are applicable categories which we have missed, please write them within the relevant question, or within the "other" category if it appears in that question.

7. Comments, qualifications, or expansions may be written in the margins or on attached sheets. Indicate carefully the questions to which you refer. We recognize the limitations of the "precoded" form and encourage additional comments.

8. In certain questions, we ask for the names of friends at Michigan. We assure you of the same confidentiality for these people as we have guaranteed you in this questionnaire. The names are necessary in analyzing the groupings of friendships.

9. IF THIS QUESTIONNAIRE WAS MAILED TO YOU: Return the questionnaire in the self-addressed stamped envelope we have enclosed with the questionnaire. Please answer and return the questionnaire as quickly as possible. A fast return of the sample facilitates the progress of the research.

10. IF YOU BELONG TO MORE THAN ONE STUDENT ORGANIZATION INCLUDED IN OUR SAMPLE OR HAVE RECEIVED MORE THAN ONE SET OF QUESTIONNAIRES: Please call us at 764-9300, and we will discuss which group you should answer a questionnaire for.

11. If you have any questions about the questionnaire or the study, please call us. We will be happy to elaborate or clarify any aspect of the project. Ask for Dr. Theodore Newcomb or Dr. Gerald Gurin at 764-9300, Institute for Social Research.

We sincerely thank you for your time and cooperation in taking this questionnaire. Your participation is most helpful and much appreciated.

PART I

GROUP QUESTIONS

1. When did you first become associated with your group? _____
(month) (year)

2. Have you been associated continually with your group since the date you wrote above? (CHECK ONE)

☐ I have been associated continually

☐ I have been associated intermittently

3. How did you hear about the group? How did you know about the group in the first place? (CHECK AS MANY OF THE WAYS YOU HEARD ABOUT THE GROUP THAT ARE APPLICABLE TO YOU)

☐ From posters, advertisements around campus

☐ Table at registration

☐ From announcements in the Michigan Daily

☐ A close friend at the University told me about it

☐ Another student (not a close friend) told me about it

☐ A faculty member, teaching fellow, or member of the administration told me about it

☐ Someone back home told me about it; e.g., family members, high school friends, alumni, etc.

☐ Other ways you heard about the group (PLEASE SPECIFY) _____

_____

_____

4. Think back to the reasons why you joined the group. These may not necessarily be the same as reasons for remaining in the group, so try to remember how you felt when you decided to join.

What were some of the reasons why you wanted to join (or become associated with) your group? (CHECK AS MANY OF THE REASONS LISTED BELOW THAT ARE APPLICABLE TO YOU, AND WRITE IN THE SPECIFICS WHEN THEY ARE ASKED FOR)

☐ I was attracted to the beliefs, values, interests, or goals of the group. (SPECIFY: WHICH BELIEFS, VALUES, ETC. AND HOW THESE INTERESTED YOU PERSONALLY) _____

_____

_____

☐ I was attracted to the activities and program of the group. (SPECIFY: WHICH ACTIVITIES AND HOW THESE INTERESTED YOU PERSONALLY)

_____

_____

_____

80

(CONTINUED ON NEXT PAGE)

4. (continued)

☐ I liked or respected people already in the group. (PLEASE FILL IN THEIR NAMES, AND CHECK WHETHER OR NOT THEY WERE GOOD FRIENDS OF YOURS AT THE TIME YOU JOINED THE GROUP)

Names	A Good Friend? Yes	No
1. _____	☐	☐
2. _____	☐	☐
3. _____	☐	☐

☐ Friends of mine planned to join and I joined with them. (SPECIFY: WHO)

_____

_____

☐ I was encouraged to join by a faculty member, teaching fellow, or member of the administration

☐ I was encouraged to join by someone back home: e.g., family members, high school friends, alumni, etc.

☐ Other reasons for joining (PLEASE SPECIFY) _____

_____

_____

_____

_____

5. Are you at present or were you in the past an officer, a board member, or chairman of committees or activities in your group? (CHECK ONE)

☐ Yes ☐ No (SKIP TO Q. 6)

(IF YES) 5a. Indicate below which positions you now hold or have held, and when you held them.

POSITION	HELD FROM	TO
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

6. Are you at present or were you in the past a member of any committees in your group? (CHECK ONE)

☐ Yes ☐ No (SKIP TO Q. 7)

(IF YES) 6a. Indicate below which committees you are now on or have been on and when you were on them.

COMMITTEE	FROM	TO

7. How many of the following types of activities of your group did you attend last year? (CHECK ONE BOX FOR EACH LINE: IF YOU DID NOT ATTEND ANY, PLEASE CHECK THE APPROPRIATE BOX HEADED "NONE".)

	Never occurs in my group	None	One or two	Three or four	About a half doz.	About ten	More than ten
Committee meetings	☐	☐	☐	☐	☐	☐	☐
Board meetings	☐	☐	☐	☐	☐	☐	☐
General meetings	☐	☐	☐	☐	☐	☐	☐
Events sponsored by the group open to the public: speakers, teas, dances, etc.	☐	☐	☐	☐	☐	☐	☐
Social events: gatherings, parties (SORORITY AND FRATERNITY MEMBERS: DO NOT COUNT THE DAILY ROUTINE OF LIVING IN THE HOUSE, E.G., MEALS, CONVERSATIONS, ETC.)	☐	☐	☐	☐	☐	☐	☐
Community service activities	☐	☐	☐	☐	☐	☐	☐
Study groups	☐	☐	☐	☐	☐	☐	☐
Religious services	☐	☐	☐	☐	☐	☐	☐
Demonstrations on social and political issues (e.g., civil rights, housing, foreign affairs)	☐	☐	☐	☐	☐	☐	☐
Conventions, regional meetings, etc.	☐	☐	☐	☐	☐	☐	☐
Other (PLEASE SPECIFY BELOW)							
_____	☐	☐	☐	☐	☐	☐	☐
_____	☐	☐	☐	☐	☐	☐	☐
_____	☐	☐	☐	☐	☐	☐	☐

8. To what extent did you personally take part in discussions at the meetings of your group? (CHECK ONE)

- ☐ Not at all
- ☐ A little
- ☐ Somewhat
- ☐ Quite a bit
- ☐ Very much
- ☐ Did not attend any meetings

9. How much time would you say you spent last year during an <u>average</u> <u>week</u> on activities related to your group? Include everything such as group-related telephone calls, reading materials, attending meetings, going to social affairs, etc. If you did not spend any time in connection with your group, write a zero in the space provided. Do not leave it blank. (SORORITY AND FRATERNITY MEMBERS: DO <u>NOT</u> INCLUDE THE TIME YOU SPENT ON THE DAILY ROUTINE OF LIVING IN THE HOUSE. <u>DO</u> INCLUDE THINGS LIKE MEETINGS, PARTIES, CAMPUS OR COMMUNITY SERVICE, COMMITTEES, DANCES.)

_____ hours per week on the average

10. How much time would you say you spent last year during an <u>average</u> <u>week</u> on affairs related to <u>other</u> <u>groups</u> of which you are a member? List each group separately in the following table. In addition, could you please estimate the amount of time you spent each week on course work, classes, on a job, and on recreation of any kind (reading, watching TV, dating, etc.)?

<u>Other Student Groups (LIST BY NAME)</u>		<u>Average amount of time per week</u>
_____	=	_____
_____	=	_____
_____	=	_____
<u>Going to classes</u>	=	_____
<u>Studying, writing papers, course reading, etc.</u>	=	_____
<u>Job(s)</u>	=	_____
<u>Recreation</u>	=	_____

11. How important would you say the group is to you? Think of importance in this way. Suppose you had to leave the group for some reason, and could no longer have any contact with it. If that happened, how much would you miss the group--how much loss would you feel? (CHECK ONE)

- ☐ This group is of crucial importance to me--it is hard to think of life at Michigan without this group
- ☐ This group is very important to me--I would miss my contact with this group a great deal
- ☐ This group is fairly important to me--I would miss my contact with this group to some degree
- ☐ This group is not really important to me--I would not really miss my contact with this group

12. How important would you say this group is to most members? (CHECK ONE)

- ☐ This group is of crucial importance to them--they would find it hard to think of life at Michigan without this group
- ☐ This group is very important to them--they would miss their contact with this group a great deal
- ☐ This group is fairly important to them--they would miss their contact with this group to some degree
- ☐ This group is not really important to them--they would not really miss their contact with this group

13. How important would you say this group is to new members vs. old members? (CHECK ONE)

- ☐ This group is much more important to new members than to old members
- ☐ This group is somewhat more important to new members than to old members
- ☐ This group is of equal importance to both new and old members
- ☐ This group is somewhat less important to new members than to old members
- ☐ This group is much less important to new members than to old members

14. How important would you say the group was to you when you first joined? Answer the question as you would have responded in the first few months in which you were involved in group activities. (CHECK ONE)

☐ This group was of crucial importance--it would have been hard to think of life at Michigan without this group

☐ This group was very important to me--I would have missed my contact with this group a great deal

☐ This group was fairly important to me--I would have missed my contact with this group to some degree

☐ This group was not really important to me--I would not have really missed my contact with this group

(IF YOU FEEL THAT THE GROUP IS EITHER MORE OR LESS IMPORTANT TO YOU NOW THAN IT WAS WHEN YOU JOINED, ANSWER QUESTIONS 14a AND 14b)

14a. What are the reasons for this change of feeling? (CHECK ALL THE REASONS THAT ARE APPLICABLE FOR YOU, AND WRITE IN THE SPECIFICS WHERE THEY ARE ASKED FOR)

☐ The group has changed (PLEASE SPECIFY HOW YOU FEEL THE GROUP HAS CHANGED) _____

_____

_____

_____

☐ My interest in the group has changed (PLEASE SPECIFY WHY YOU FEEL YOU ARE MORE OR LESS INTERESTED IN THE GROUP NOW) _____

_____

_____

_____

☐ My feelings about the people in the group have changed (PLEASE SPECIFY HOW AND WHY YOU FEEL THE WAY YOU DO)

_____

_____

_____

_____

☐ The time I spend in other interests and activities has changed--such as course and study requirements, job obligations

☐ Other (PLEASE SPECIFY) _____

_____

_____

_____

14b. When was the group most important to you? (GIVE APPROXIMATE DATES)

From _____ to _____

15. If you had to leave the group for some reason, what about this organization would you miss most? (CHECK AS MANY ALTERNATIVES AS ARE APPLICABLE)

___☐ I would miss participating in, organizing the activities of the group

___☐ I would miss the friendships and the closeness with people I had in the group

___☐ I would miss the intellectual stimulation and the discussions I had in this group

___☐ I would miss the ideals and values this group stands for

___☐ I would miss the easy-going, sociable atmosphere of the group

___☐ I would miss the hectic, active pace of the group

___☐ Other (PLEASE SPECIFY) _____

_____

___☐ There isn't much I would miss

GO BACK AND PUT A "1" IN FRONT OF THE ASPECT OF THE GROUP YOU WOULD MISS MOST, AND A "2" IN FRONT OF THE ONE YOU WOULD MISS NEXT.

16. What things about the group have you found most satisfying?

_____

_____

_____

_____

_____

17. What are some aspects of the group that you feel disappointed about?

_____

_____

_____

_____

(IF YOU HAVE FELT AT ALL DISAPPOINTED)

17a. What have you done to express your dissatisfaction, or to change the group?

_____

_____

_____

_____

18. All in all, how satisfied have you been with the group? (CHECK ONE)

- ☐ Very satisfied
- ☐ Somewhat satisfied
- ☐ Somewhat dissatisfied
- ☐ Very dissatisfied

19. How strong a sense of belonging do you feel you have to the group? How much do you really feel a part of the group? (CHECK ONE)

- ☐ Little or no sense of belonging
- ☐ Some sense of belonging
- ☐ Fairly strong sense of belonging
- ☐ Strong sense of belonging

20. How much socializing is there among members of your group outside of group activities? (Casual get-togethers, meeting at the library, etc.) (CHECK ONE)

- ☐ A great deal
- ☐ Quite a bit
- ☐ Some
- ☐ A little
- ☐ None at all

21. How much dating is there among members of your group? (CHECK ONE)

- ☐ A great deal
- ☐ Quite a bit
- ☐ Some
- ☐ A little
- ☐ None at all
- ☐ Not applicable--Sorority or Fraternity group

22. When people are worried or troubled or have critical personal decisions to make, they sometimes talk it over with somebody--with family, friends, or other people. During your college years, when you have been faced with personal concerns and decisions, have you talked them over with the following people in your group? (CHECK ONE FOR EACH PERSON LISTED)

	Yes, several times	Yes, once or twice	No, but I would if needed	No, would never take a personal problem here
Officers	☐	☐	☐	☐
Non-student advisor to the group	☐	☐	☐	☐
Close friends in the group	☐	☐	☐	☐
Other members (not included above)	☐	☐	☐	☐

87

23. In any organization, different members have different degrees of personal involvement within the confines of the group. Some members have many close friends in the group and find that their personal lives and friendships are greatly influenced by their group membership. Other members have few close friends in the group, and find that their personal lives are quite distinctly separated from their participation in group activities. We would like to know about your friendships within the group.

How many people in the group do you regard as good friends of yours? _____ (Number)

23a. How do you feel about this situation? (CHECK ONE)

- ☐ I would like to have more good friends in this group
- ☐ I am satisfied with the number of good friends that I have in this group
- ☐ Sometimes I feel that my friendships are too bound up in this group. I wish I had fewer good friends in this group and more good friends outside the group.

24. As of last spring, who would you say were your five best friends <u>here at Michigan</u>--the people you felt pretty close to, whether fellows or girls, romantic or nonromantic friends, fellow students or anyone else in your life at the University. (NOTE: WE ARE INTERESTED IN YOUR FIVE BEST FRIENDS <u>AT MICHIGAN</u>, WHETHER OR NOT THEY WERE MEMBERS OF YOUR GROUP.)

Please print the first and last names of these friends, check whether they are male or female and indicate where they come from.

As we have indicated, we are interested in the friends' names only to enable us to analyze the data according to groupings of friends.

(NOTE: IT IS IMPORTANT THAT YOU NAME FIVE PERSONS EVEN THOUGH SOME OF THESE MAY BE SOMETHING LESS THAN "BEST" FRIENDS. IT IS NOT NECESSARY THAT YOU KNOW OR LIKE EACH OF THE FIVE FRIENDS MENTIONED EQUALLY WELL.)

	Name of Friend here at Michigan (First and Last Names)	Male	Female	Where they come from (City and state; country, if foreign)
Friend A:	_____	☐	☐	_____
Friend B:	_____	☐	☐	_____
Friend C:	_____	☐	☐	_____
Friend D:	_____	☐	☐	_____
Friend E:	_____	☐	☐	_____

25. We would like some information about the connection (if any) your best friends have to your group. The five columns below list each of your friends. Make sure you use the same letters for each friend as you used in Question 24. For each friend separately, first answer Question "a" (whether each of your friends belonged to your group). When the answer is "Yes," go on to answer Questions "b" and "c". When the answer is "No," answer Question "d".

		Friend A	Friend B	Friend C	Friend D	Friend E
a. As of last spring, did this friend belong to your group? (CHECK ONE FOR EACH FRIEND) (IF YES: ANSWER Q."b" & "c" FOR EACH FRIEND) (IF NO: ANSWER Q."d" FOR EACH FRIEND)	Yes	☐	☐	☐	☐	☐
	No	☐	☐	☐	☐	☐
b. Did you know this friend before you joined the group? (CHECK ONE FOR EACH FRIEND)	Yes	☐	☐	☐	☐	☐
	No	☐	☐	☐	☐	☐
c. Who joined the group first? (CHECK ONE FOR EACH FRIEND)	Friend joined first	☐	☐	☐	☐	☐
	I joined first	☐	☐	☐	☐	☐
	We joined at the same time	☐	☐	☐	☐	☐
d. Do you wish that this friend belonged to the group? (CHECK ONE FOR EACH FRIEND)	Yes	☐	☐	☐	☐	☐
	No	☐	☐	☐	☐	☐

26. We have been talking about your five best friends at Michigan. Suppose we didn't restrict the question to Michigan but asked you to name your five best friends generally; where would your Michigan friends fit in? (CHECK ONE)

☐ Most of my five best friends at Michigan would be included in a list of my five best friends generally

☐ One or two of my friends at Michigan would be included in a list of my five best friends generally

☐ None of my friends at Michigan would be included in a list of my five best friends generally

27. We would now like to turn to questions about leadership and influence in your group. For the following questions, we will be asking you to answer about the group president (or chairman) and the most respected and admired person in your group. In some cases, the president and the most respected and admired person are the same. In other cases, they are different. We would like you to distinguish them whenever possible.

First, who do you think was the most respected and admired person in your group last year? (WRITE NAME)

_____

a. What group position, if any, did he (she) hold? _____

28. Below you will find a list of the kinds of qualities or characteristics students often mention in describing presidents and most respected and admired people in their groups. You will notice that the list is very varied--that there are different qualities these people might have.

Please go down the list and check the three characteristics that are the most accurate descriptions of the president.

Then, go down the list again, and check the three characteristics that most accurately fit the most respected and admired person. (IF THE PRESIDENT AND THE MOST RESPECTED AND ADMIRED PERSON ARE THE SAME, CHECK PRESIDENT COLUMN ONLY)

CHECK 3 ITEMS IN EACH COLUMN

	President	Most Respected and Admired Person
A. Has most knowledge in group-related areas	☐	☐
B. Is extremely warm, sympathetic and understanding--able to empathize	☐	☐
C. Has most ability to direct others, to organize activity and delegate responsibility	☐	☐
D. Has approval of and influence with people at the University outside the group	☐	☐
E. Personifies the ideal values of the group	☐	☐
F. Has time and energy to work and is obviously eager to participate	☐	☐
G. Is easy to get along with, personally friendly	☐	☐
H. Has very original and creative ideas	☐	☐
I. Represents what the average group member is like	☐	☐
J. Has one or more of the following characteristics: good physical appearance, athletic skill, savoir faire, good family background	☐	☐
K. Is reliable, dependable	☐	☐

29. Apart from their positions as president and most admired person, how much do you like these individuals as people? (CHECK ONE BOX FOR EACH LINE. IF THE PRESIDENT IS THE MOST RESPECTED AND ADMIRED PERSON, CHECK PRESIDENT LINE ONLY)

	Like very much	Like somewhat	Neutral	Dislike somewhat	Dislike very much
President	☐	☐	☐	☐	☐
Most respected and admired person	☐	☐	☐	☐	☐

30. If you were not to participate in some important group activities, how likely is it that a group member would let you know you should? (CHECK ONE)

- ☐ Someone would certainly let me know
- ☐ Someone would probably let me know
- ☐ Someone might let me know
- ☐ Probably no one would let me know
- ☐ No one would let me know

31. How much pressure is there on you to participate in the group's activities? (CHECK ONE)

- ☐ A great deal of pressure
- ☐ Quite a bit of pressure
- ☐ Some pressure
- ☐ A little pressure
- ☐ No pressure at all

32. If you feel any pressure at all, what is its main source? (CHECK ONE)

- ☐ The president and/or other officers
- ☐ The advisor to the group
- ☐ Other members (excluding officers)
- ☐ Other (SPECIFY WHO) _____

33. Members differ in the extent to which they share the dominant beliefs and values of the groups to which they belong. Sometimes it doesn't matter to the group whether members share such values and beliefs. Sometimes it does. In the next three questions, we ask you what happens when members do not share the dominant beliefs and values of your group (whatever they are).

"Not sharing" means any difference between members and the group in the group's crucial beliefs and values; sometimes, differences can exist without being expressed in criticisms, arguments, or conflicts. We want you to think of "not sharing" in this broad sense, as including underlying differences as well as open disagreements.

91

(CONTINUED ON NEXT PAGE)

33. (continued)

If you were not to share the dominant beliefs and values of your group, how likely is it that a group member would let you know you should? (CHECK ONE)

- ☐ Someone would certainly let me know
- ☐ Someone would probably let me know
- ☐ Someone might let me know
- ☐ Probably no one would let me know
- ☐ No one would let me know

34. How much pressure is there on you to share the dominant beliefs and values of your group? (CHECK ONE)

- ☐ A great deal of pressure
- ☐ Quite a bit of pressure
- ☐ Some pressure
- ☐ A little pressure
- ☐ No pressure at all

35. To what extent are you <u>in fact</u> in agreement with the dominant values and beliefs of your group? (CHECK ONE)

- ☐ Very high agreement
- ☐ High agreement
- ☐ Moderate agreement
- ☐ Low agreement
- ☐ Very low agreement
- ☐ Don't know

36. In your experience, has anyone ever been expelled or encouraged to leave your group? (CHECK ONE)

☐ Yes ☐ No (SKIP TO Q. 37)

(IF YES) 36a. About how many times has this happened? (WRITE NUMBER OF TIMES) _

36b. What did they (the people who were expelled or encouraged to leave) do? Why were they asked to leave? (BE SPECIFIC AS TO THE BEHAVIOR OR BELIEFS THAT LED TO THEIR LEAVING.)

_____

_____

_____

_____

_____

_____

37. Even though some members may disapprove of or disagree with certain aspects of their groups, on the whole they and other members tend to go along with the main program of the group. People have different reasons for this. Listed below are five reasons given by people when they are asked why they do things their groups suggest or want them to do. Please read all five carefully. Then number them according to their importance to you as reasons for doing the things your group suggests or wants you to do.

GIVE RANK "1" TO THE MOST IMPORTANT FACTOR, "2" TO THE NEXT, ETC.

___ A. "I admire and respect the group and the people in it and go along with them even when I sometimes disagree."

___ B. "I respect the competence and good judgment of people in the group about things with which they are more experienced than I."

___ C. "The group or people in it can give special support, help and attention to those who go along with the program."

___ D. "The group or the people in it can make things uncomfortable for those who do not go along with the program."

___ E. "The group has a legitimate right to expect that members will carry out the program."

38. In general, how much influence do you think the following groups or persons actually have in determining the policies and programs of your group? (CHECK ONE BOX FOR EACH LINE)

	Not applicable in my group	No influence	A little influence	Considerable influence	A great deal of influence
The president	☐	☐	☐	☐	☐
Other officers	☐	☐	☐	☐	☐
The membership as a whole (excluding officers)	☐	☐	☐	☐	☐
The non-student advisor to the group	☐	☐	☐	☐	☐
The church, the congregation the group is connected with	☐	☐	☐	☐	☐
State, regional, or national branches of your group	☐	☐	☐	☐	☐
Other organizations at the University like yours (religious, political, fraternities, sororities)	☐	☐	☐	☐	☐
Faculty or administration at the University (other than advisor)	☐	☐	☐	☐	☐
Those students active in student organizations, student government (other than members)	☐	☐	☐	☐	☐
The general student body (other than members	☐	☐	☐	☐	☐
People or groups outside the University (alumni, other people, other groups)	☐	☐	☐	☐	☐

39. (IF YOUR GROUP IS PART OF A LARGER ORGANIZATION WITH REGIONAL OR NATIONAL BOARDS, COMMITTEES, OR BRANCHES OUTSIDE THE UNIVERSITY) Would you say that your group has had any influence on these boards, committees, or branches of your organization outside the University? (CHECK ONE)

☐ Yes

☐ No

40. We are interested in whether your group has had any influence within the University.

First, would you say that your group has had any influence on the faculty at Michigan?

☐ Yes ☐ No

(IF YES) What kind of influence has your group had? (BE SPECIFIC AS TO THE NATURE OF THE INFLUENCE, GIVING EXAMPLES WHEN POSSIBLE)

_____

_____

_____

_____

_____

41. Would you say that your group has had any influence on the administration at Michigan?

☐ Yes ☐ No

(IF YES) What kind of influence has your group had? (BE SPECIFIC, GIVING EXAMPLES WHEN POSSIBLE)

_____

_____

_____

_____

_____

42. Would you say that your group has had any influence on other students or student groups at Michigan?

☐ Yes ☐ No

(IF YES) What kind of influence has your group had? (BE SPECIFIC, GIVING EXAMPLES WHEN POSSIBLE)

_____

_____

_____

_____

_____

43. Very often a particular group has a general "atmosphere," and one can think of a number of adjectives or phrases that could be used in describing the group. Below are a number of pairs of phrases or adjectives labeled "A" and "B" which might be used to describe group atmospheres. For each pair, check the alternative that indicates how much you feel either phrase characterizes the atmosphere of your group. Do these quickly and give your first impression.

(CHECK ONE BOX FOR EACH PAIR)	A is very characteristic of the group	A is fairly characteristic of the group	Neither A nor B is characteristic of the group	B is fairly characteristic of the group	B is very characteristic of the group
1. A. Politically conservative B. Politically liberal	☐	☐	☐	☐	☐
2. A. Unconventional B. Conventional	☐	☐	☐	☐	☐
3. A. Intellectual B. Not intellectual	☐	☐	☐	☐	☐
4. A. Accepting of traditional religious beliefs B. Rejecting of traditional religious beliefs	☐	☐	☐	☐	☐
5. A. Against the war in Viet Nam B. Supports the war in Viet Nam	☐	☐	☐	☐	☐
6. A. Closed B. Open	☐	☐	☐	☐	☐
7. A. Absorbed in social life and dating B. Not absorbed in social life and dating	☐	☐	☐	☐	☐
8. A. Absorbed in studies and academic work B. Not absorbed in studies and academic work	☐	☐	☐	☐	☐
9. A. Liberal conception of sexual standards and morality B. Conservative and traditional conception of sexual standards and morality	☐	☐	☐	☐	☐
10. A. Warm B. Cold	☐	☐	☐	☐	☐
11. A. Positive toward fraternities and sororities B. Negative toward fraternities and sororities	☐	☐	☐	☐	☐
12. A. Relaxed B. Tense	☐	☐	☐	☐	☐

95

44. Now, please use the same set of adjectives to describe <u>yourself</u>.

(CHECK ONE BOX FOR EACH PAIR)	<u>A</u> is <u>very</u> <u>charac-</u> <u>teristic</u> <u>of me</u>	<u>A</u> is <u>fairly</u> <u>charac-</u> <u>teristic</u> <u>of me</u>	Neither <u>A</u> nor <u>B</u> is <u>charac-</u> <u>teristic</u> <u>of me</u>	<u>B</u> is <u>fairly</u> <u>charac-</u> <u>teristic</u> <u>of me</u>	<u>B</u> is <u>very</u> <u>charac-</u> <u>teristic</u> <u>of me</u>
1. A. Politically conservative B. Politically liberal	☐	☐	☐	☐	☐
2. A. Unconventional B. Conventional	☐	☐	☐	☐	☐
3. A. Intellectual B. Not intellectual	☐	☐	☐	☐	☐
4. A. Accepting of traditional religious beliefs B. Rejecting of traditional religious beliefs	☐	☐	☐	☐	☐
5. A. Against the war in Viet Nam B. Supports the war in Viet Nam	☐	☐	☐	☐	☐
6. A. Closed B. Open	☐	☐	☐	☐	☐
7. A. Absorbed in social life and dating B. Not absorbed in social life and dating	☐	☐	☐	☐	☐
8. A. Absorbed in studies and academic work B. Not absorbed in studies and academic work	☐	☐	☐	☐	☐
9. A. Liberal conception of sexual standards and morality B. Conservative and traditional conception of sexual standards and morality	☐	☐	☐	☐	☐
10. A. Warm B. Cold	☐	☐	☐	☐	☐
11. A. Positive toward fraternities and sororities B. Negative toward fraternities and sororities	☐	☐	☐	☐	☐
12. A. Relaxed B. Tense	☐	☐	☐	☐	☐

45. All groups change. Yet, some groups change in major ways with new crops of members, while other groups pretty much keep a certain character or atmosphere regardless of the kinds of people who join them.

From your own experience or from what you have heard from others, to what extent does your group keep a certain character vs. change when new people enter it? (CHECK ONE)

- ☐ Changes in major ways with new crops of members
- ☐ Keeps a certain character or atmosphere

46. All groups teach or affect their members to some degree. Some attempt to teach or affect their members directly--through orientation meetings, training sessions, study groups, and so on. Some groups teach or affect their members indirectly--almost as a byproduct of being together and doing things together.

How directly does your group attempt to teach or affect new members? (CHECK ONE)

- ☐ Very directly
- ☐ Somewhat directly
- ☐ Somewhat indirectly
- ☐ Very indirectly
- ☐ Neither directly nor indirectly; my group does not try to teach or affect new members

47. How much do you think your group is concerned with teaching or influencing new members? (CHECK ONE)

- ☐ Very much concerned
- ☐ Concerned
- ☐ Unconcerned
- ☐ Not at all concerned

48. What does your group try to teach new members? What kinds of effects would it like to have on new members? (BE SPECIFIC AS TO THE CONTENT OF THE TEACHING AND INFLUENCE)

_____

_____

_____

_____

_____

49. How does your group try to teach new members? What means does it use to affect new members? (BE SPECIFIC AS TO THE WAYS AND MEANS USED)

50. Being in some groups at college sometimes brings a change in ideas, beliefs, or values--such things as religious beliefs, political beliefs, ways of viewing people. How much do you think you have changed in things like this as a result of being in this group? (CHECK ONE)

- ☐ Have changed a great deal
- ☐ Have changed somewhat
- ☐ Have changed a little
- ☐ Haven't changed at all

50a. If you feel you have changed at all in things like this, could you describe some of the ways you have changed? (PLEASE INDICATE WHAT YOUR VIEW WAS BEFORE AND WHAT IT IS NOW.)

51. What about more personal kinds of changes--not just particular beliefs and values, but changes in the kind of person one is, the way one sees or feels about oneself? How much do you think you have changed in things like this as a result of being in this group? (CHECK ONE)

- ☐ Have changed a great deal
- ☐ Have changed somewhat
- ☐ Have changed a little
- ☐ Haven't changed at all

51a. If you feel you have changed at all in things like this, could you describe some of the ways you have changed? (PLEASE INDICATE WHAT YOU WERE LIKE BEFORE AND WHAT YOU ARE LIKE NOW.)

_____

_____

_____

_____

_____

_____

52. What specific <u>people</u> within the group have been significant in the ways you have changed or developed--either in your beliefs and values, or in more personal changes? (CHECK ONE BOX FOR EACH LINE)

	Very significant	Fairly significant	Somewhat significant	Not significant
Officers	☐	☐	☐	☐
One or two friends in the group	☐	☐	☐	☐
Respected and admired group members	☐	☐	☐	☐
The nonstudent advisor to the group	☐	☐	☐	☐

53. In your life after college, do you expect to belong to organizations like your group or engage in activities similar to those of your present group? (CHECK ONE)

- ☐ Definitely yes
- ☐ Probably yes
- ☐ Perhaps
- ☐ Probably no
- ☐ Definitely no

99

54. Frequently, different subgroups exist within a larger group. Members may be in one or more subgroups, or they may be in none. There are two types of subgroups that are easy to identify. In one type, the members share many more common interests and activities with each other than with the general membership. They are often close friends and like to be together. That is, they form a clique.

In another type of subgroup, the members have ideas about the goals, activities, and ideals of the group that are somewhat different from those of the general membership or of other subgroups. That is, they form a faction.

54a. Are there any friendship cliques in your group? (CHECK ONE)

☐ Yes ☐ No

54b. Are there any factions in your group? (CHECK ONE)

☐ Yes ☐ No (SKIP TO Q. 55)

(IF YES) 54c. About how many factions would you say there are in your group?

____ (WRITE NUMBER)

54d. What are the main ideals, goals and activities supported by each faction?

Faction 1: _____

_____

Faction 2: _____

_____

Faction 3: _____

_____

Faction 4: _____

_____

54e. Are you a member of any faction in your group? (CHECK ONE)

☐ Yes ☐ No (SKIP TO Q. 55)

(IF YES) 54f. Which one(s)? (IDENTIFY BY THE NUMBER(S) YOU USED IN Q. 54d)

_____

55. In general, how much conflict would you say there is (or has been) in your group? (CHECK ONE)

- ☐ A great deal
- ☐ Quite a bit
- ☐ Some
- ☐ A little
- ☐ None

56. Are there any aspects of the University which produce difficulties for your group? (CHECK ONE)

☐ Yes ☐ No (SKIP TO Q. 57)

(IF YES) 56a. Could you describe what kinds of difficulties your group has faced with the University? (PLEASE BE SPECIFIC)

_____

_____

_____

_____

57. To what extent do you think the following groups or persons are aware of what your group is doing? (CHECK ONE BOX FOR EACH LINE)

	Very much aware	Quite aware	Some-what aware	Vaguely aware	Not at all aware
Other organizations at the University like yours (religious, political, fraternities, sororities)	☐	☐	☐	☐	☐
Faculty or administration at the University	☐	☐	☐	☐	☐
The general student body (other than members)	☐	☐	☐	☐	☐

58. What is the image of your group at the University? How do you think other people at the University perceive it?

_____

_____

_____

_____

101

(CONTINUED ON NEXT PAGE)

58. (continued)

58a. How accurate is this perception of your group? (CHECK ONE)

- ☐ Very accurate
- ☐ Somewhat accurate
- ☐ Somewhat inaccurate
- ☐ Very inaccurate

58b. How favorable is this perception of your group? (CHECK ONE)

- ☐ Very favorable
- ☐ Somewhat favorable
- ☐ Neutral, neither favorable nor unfavorable
- ☐ Somewhat unfavorable
- ☐ Very unfavorable

59. Suppose as a result of strong opposition within the University your group were in real danger of going out of existence. How much effort would you be willing to spend in order to prevent this? (CHECK ONE)

- ☐ A very great deal
- ☐ Quite a bit
- ☐ Some
- ☐ A little
- ☐ None

60. How much opposition to your group do you think actually exists within the University? (CHECK ONE)

- ☐ A very great deal
- ☐ Quite a bit
- ☐ Some
- ☐ A little
- ☐ None

61. Suppose as a result of general member disinterest your group were in real danger of going out of existence. How much effort would you be willing to spend in order to prevent this? (CHECK ONE)

- ☐ A very great deal
- ☐ Quite a bit
- ☐ Some
- ☐ A little
- ☐ None

62. Using the following pairs of phrases or adjectives labelled "A" and "B", please check the alternative that indicates how much you feel either phrase characterizes the atmosphere of the University of Michigan. Do these quickly and give your first impression.

(CHECK ONE BOX FOR EACH PAIR)	A is very characteristic of the University	A is fairly characteristic of the University	Neither A nor B is characteristic of the University	B is fairly characteristic of the University	B is very characteristic of the University
1. A. Politically conservative B. Politically liberal	☐	☐	☐	☐	☐
2. A. Unconventional B. Conventional	☐	☐	☐	☐	☐
3. A. Intellectual B. Not intellectual	☐	☐	☐	☐	☐
4. A. Accepting of traditional religious beliefs B. Rejecting of traditional religious beliefs	☐	☐	☐	☐	☐
5. A. Against the war in Viet Nam B. Supports the war in Viet Nam	☐	☐	☐	☐	☐
6. A. Closed B. Open	☐	☐	☐	☐	☐
7. A. Absorbed in social life and dating B. Not absorbed in social life and dating	☐	☐	☐	☐	☐
8. A. Absorbed in studies and academic work B. Not absorbed in studies and academic work	☐	☐	☐	☐	☐
9. A. Liberal conception of sexual standards and morality B. Conservative and traditional conception of sexual standards and morality	☐	☐	☐	☐	☐
10. A. Warm B. Cold	☐	☐	☐	☐	☐
11. A. Positive toward fraternities and sororities B. Negative toward fraternities and sororities	☐	☐	☐	☐	☐
12. A. Relaxed B. Tense	☐	☐	☐	☐	☐

63. What would you say are the major goals and purposes of your group? Be as specific as you can about the things your group is trying to accomplish. (WRITE IN ORDER OF IMPORTANCE)

Goal 1 (Most important) _____

_____

Goal 2 (Second most important) _____

_____

Goal 3 (Third most important) _____

_____

64. How effective do you think your group has been in achieving these goals? (CHECK ONE BOX FOR EACH LINE)

	Very effective	Somewhat effective	Somewhat ineffective	Very ineffective
Goal 1	☐	☐	☐	☐
Goal 2	☐	☐	☐	☐
Goal 3	☐	☐	☐	☐

65. Compared to other groups like yours--whether religious, political, fraternities, sororities--how effective has your group been in the overall achievement of its goals? (CHECK ONE)

- ☐ My group has been very much more effective than other groups like mine
- ☐ My group has been somewhat more effective than other groups like mine
- ☐ My group has been somewhat less effective than other groups like mine
- ☐ My group has been much less effective than other groups like mine

66. What have been the most important changes in your group over the past few years? (BE AS SPECIFIC AS YOU CAN, GIVING EXAMPLES WHEN YOU CAN)

_____

_____

_____

_____

_____

_____

67. In this question, we would like you to focus on how interested you and other group members are in a number of areas. Below is a list of things in which people have different degrees of interest. In the column headed "Importance to me," indicate how interested you are in each area. Then, in the column headed "Importance to group members," indicate how interested other members of your group are in each area. If you feel you are simply unable to make a judgment in a particular area, use the question mark symbol. But please use it only when you feel you really don't know.

DEGREE OF INTEREST IN AREAS

1	The area is of very special interest, of great importance
2	The area represents a fairly important interest
3	The area is of minor importance
0	The area is of no interest at all, of no importance
?	In this particular area I am simply unable to make a judgment--I really don't know

Area of interest	Importance to me	Importance to group members
A. Interest in campus issues and politics; student regulations	___	___
B. Interest in studying; taking the course work seriously	___	___
C. Interest in international understanding; ways of promoting peace; disarmament	___	___
D. Interest in the world of ideas; the intellectual life; excitement in exploring new ideas	___	___
E. Interest in evaluating myself and others with respect to being "sharp" or "cool"; concern with the kind of clothes that one wears; how one talks and behaves when he is with others	___	___
F. Interest in the arts--music, painting, literature, poetry	___	___
G. Interest in religious standards and beliefs; concern with taking a religious perspective toward life	___	___
H. Interest in the contemporary political scene; national and international affairs; current events	___	___
I. Interest in dating and social life	___	___

68. Groups may or may not be interested in areas other than the central activities and ideas of the group alone. For example, religious groups may or may not take an active interest in political issues.

In the following question, we would like to know which of the listed situations the group as a whole would consider appropriate or inappropriate for discussion and for taking some position on, and which situations the group as a whole would not be concerned with. We are not interested here in the opinions of individual members but rather in how the group, as a group, would respond to the situations. Using the following code, indicate for each statement whether or not the group would consider it appropriate for both discussion and action (Code 1), appropriate for discussion but inappropriate for action (Code 2), inappropriate for both discussion and action (Code 3), or neutral (Code 0).

CODE:

1	The group as a whole would consider this an appropriate topic for both discussion and action (or taking a position).
2	The group as a whole would consider this an appropriate topic for discussion but inappropriate for action (or taking a position).
3	The group as a whole would consider this an inappropriate topic for both discussion and action (or taking a position).
0	The group as a whole would be neutral toward this topic. It would not see it as either appropriate or inappropriate.

(WRITE CODE NUMBER CORRESPONDING TO THE VIEW THE GROUP WOULD HAVE)

Group would consider this:

A. It is suggested that courses on religion be given by a newly-created department of religion at the University of Michigan ___

B. The APA offers season tickets at a discount of 90% or more if the members of any student organization agree to buy tickets ___

C. The honors program is going to be revised. ___

D. Several campus ministers ask that they be allowed time during a regular lecture hour to speak to students about religious affairs, if the professor teaching the course approves ___

E. Your group is asked to join in a civil rights demonstration ___

F. It is suggested that birth control information and devices be dispensed by Student Health Service to married and unmarried students ___

G. Students who have done well in a course get together to tutor others who find the course difficult ___

H. Many faculty and regents have raised the question of how much varsity sports should be emphasized at the University of Michigan ___

I. It is suggested that the group vote on and declare a group position on the war in Viet Nam ___

J. Hours are liberalized for all women students ___

69. Below are listed a number of different ways group members may behave. Members of your group may or may not have actually behaved in these ways. However, we would like you to answer in terms of how the group would react if someone behaved in the ways described. Using the following code, indicate for each statement how the group would probably react.

CODE:

1	The group would be indifferent to or neutral toward this behavior.
2	Other group members would discuss this behavior among themselves, but not act in any particular way toward the person in question.
3	Other group members would act cold and unfriendly toward the person in question but not discuss his behavior with him directly.
4	Other group members would discuss or criticize this behavior directly with the person in question.
5	Other group members would discourage the person in question from continuing in the group.

(WRITE THE CODE NUMBER CORRESPONDING TO THE REACTION THE GROUP WOULD HAVE)

Group would react:

A. A member acts bored and uninterested in the group ___

B. A member always insists on getting his own way and bossing others around ___

C. A member dresses in a slovenly manner and bathes infrequently ___

D. A member takes pleasure in criticizing and "knocking" the group's plans and activities without making any constructive suggestions ___

E. A member often takes on jobs in the group and ends up not doing them ___

F. A member constantly picks fights with other group members ___

G. A member is dating someone of another race ___

H. A member is more interested in "showing off" than in working with the group ___

70. In what ways do you think your group could be improved? (BE AS SPECIFIC AS YOU CAN, GIVING PROPOSALS AND PROGRAMS YOU WOULD LIKE TO SEE YOUR GROUP CONSIDER)

Background and Attitude Questionnaire for Old and New Members

PART II

In understanding the different student organizations we are studying, it is necessary that we take into account some facts about the members. We, therefore, need the following information about you.

1. How old are you? _____ years and _____ months

2. Check whether you are male ☐ or female ☐

3. What is your marital status? Single ☐ Engaged ☐ Married ☐

4. When did you enter the University? _____ month _____ year

5. When do you expect to graduate? _____ month _____ year

6. What kind of degree do you expect to receive? _____
   Degree Department

7. What is (or will be, if you haven't yet chose[illegible]or) your field of concentration? Be as specific as you can (e.g., "experimental physics" instead of "physics"; "clinical psychology" instead of "psychology"; "American history" instead of "history").

   Actual or intended field of concentration _____

8. How certain are you that you will stay with this major? (CHECK ONE)

   ☐ Completely certain
   ☐ Certain
   ☐ Fairly certain; some doubts
   ☐ Unsure
   ☐ Completely unsure

9. Are you currently in an honors program? (CHECK ONE) ☐ Yes ☐ No (SKIP TO Q.10)

   (IF YES) 9a. In which department? _____

(SKIP TO QUESTION 11)

10. (IF NO TO Q. 9) Have you ever been in an honors program? (CHECK ONE)

☐ Yes ☐ No

11. What is your overall (cumulative) grade point average? (ANSWER ONE)

I am fairly certain that my overall grade point average is _____.

I think that my overall grade point average is _____.

Check here if you have no idea what your overall grade point average is ☐

12. Have you decided what occupation or type of work you expect to enter after you have graduated or completed any further training? (CHECK ONE)

☐ Yes, and very sure of my decision
☐ Yes, and fairly sure
☐ Yes, but not at all sure
☐ No, undecided among 2 or 3 choices
☐ No, don't really know what I want to do
☐ No, I'm not really interested in an occupation; I'm just interested in marriage and a family

13. Please describe <u>as specifically as you can</u>, the occupation or type of work you think you will enter. (If you are uncertain about your work decision, answer in terms of the occupation you would probably choose if you had to make a decision now.)

For instance, <u>if possible</u>, don't just say "Go into TV"; instead, please specify whether it is TV production, acting, directing, etc.

Or, if you're interested in government, please specify what department (foreign service, labor, etc) and whether you're thinking of elective office or government service, etc.

Or, don't just say "Business"; instead, please specify whether it is a family business, owning your own business, business management, size of company; whether you are considering some specialized aspect of business such as "public relations," "auditing or accounting," etc.

Or, if you're interested in "teaching English," please specify what level of teaching (high school, college, etc), and whether it is only teaching or a combination of teaching and research, or teaching and creative writing, etc.

_____

_____

_____

_____

14. In relation to fraternities or sororities, check which of the following statements applies to you.

- ☐ Never went through rush
- ☐ Rushed, but dropped out before final bids
- ☐ Rushed and didn't receive a bid
- ☐ Rushed and received a bid but did not pledge
- ☐ Pledged but later depledged
- ☐ Initiated but later dropped out
- ☐ Am currently a member (PLEASE SPECIFY THE HOUSE) _____

14a. If you have ever depledged or dropped out of a fraternity or sorority, please indicate why.

_____

_____

_____

15. Check one of the following places which best describes the place where you lived most of your life.

- ☐ Suburb in a metropolitan area of more than 2,000,000 population
- ☐ Suburb in a metropolitan area of 500,000 to 2,000,000
- ☐ Suburb in a metropolitan area of 100,000 to 500,000
- ☐ In a city (not a suburb) of more than 2,000,000
- ☐ In a city of 500,000 to 2,000,000
- ☐ In a city of 200,000 to 500,000
- ☐ In a city of 50,000 to 200,000
- ☐ City or town of 10,000 to 50,000
- ☐ Town of less than 10,000
- ☐ Farm, ranch or other open country

16. What is your father's occupation (or, if he is retired or deceased, what was it before)? Kindly give a full answer, such as "high school chemistry teacher," "welder in an aircraft factory," "president of a small automobile agency," "manager of a large department store."

_____

_____

_____

_____

17. How far did your parents go in school? (CHECK ONE FOR EACH PARENT)

Father	Mother	
☐	☐	Less than high school
☐	☐	Some high school (9 to 11 years)
☐	☐	Completed high school (12 years)
☐	☐	Some college
☐	☐	Completed college
☐	☐	Advanced or professional degree

18. About how much total income do your parents earn yearly at the present time? (CHECK ONE)

- ☐ Less than $3,999
- ☐ $4,000 to $7,499
- ☐ $7,500 to $9,999
- ☐ $10,000 to $14,999
- ☐ $15,000 to $19,999
- ☐ $20,000 and over

19. What is your present religious preference? (CHECK ONE)

- ☐ Protestant (PLEASE SPECIFY DENOMINATION) _____
- ☐ Catholic
- ☐ Jewish
- ☐ Other (PLEASE SPECIFY) _____
- ☐ None

20. Is this the religion in which you were reared? (CHECK ONE)

☐ Yes (SKIP TO Q. 21) ☐ No (ANSWER QUESTIONS 20a, 20b & 20c)

(IF NO) 20a. In what religion were you reared? (CHECK ONE)

- ☐ Protestant (PLEASE SPECIFY DENOMINATION) _____
- ☐ Catholic
- ☐ Jewish
- ☐ Other (PLEASE SPECIFY) _____
- ☐ None

(CONTINUED ON NEXT PAGE)

20. (Cont)

(IF NO) 20b. When did you change your religious preference?

- ☐ In graduate school
- ☐ In my senior year at college
- ☐ In my junior year at college
- ☐ In my sophomore year at college
- ☐ In my freshman year at college
- ☐ During my high school years
- ☐ Before my high school years

20c. What were some of the reasons for your change? _____

_____

_____

_____

_____

21. How often do you attend religious services here at Michigan? (CHECK ONE)

- ☐ Once a week or more
- ☐ Two or three times a month
- ☐ Once a month
- ☐ A few times a year
- ☐ Rarely
- ☐ Never

22. Which of the following statements of faith most closely describes your ideas about the Deity? (CHECK ONLY ONE)

- ☐ I believe in a Divine God, Creator of the Universe, Who knows my innermost thoughts and feelings, and to Whom one day I shall be accountable
- ☐ I believe in a power greater than myself which some people call God and some people call nature
- ☐ I believe in the worth of humanity but not in a God or Supreme Being
- ☐ I believe in natural law and that the so-called universal mysteries are ultimately knowable according to scientific method
- ☐ I am an atheist or agnostic
- ☐ I am not quite sure what I believe
- ☐ Other (specify) _____

23. What party does (or did) your father usually support in national elections? (CHECK ONE)

- [ ] Republican
- [ ] Democratic
- [ ] Sometimes one; sometimes the other
- [ ] Other (PLEASE SPECIFY)_____

24. How about your mother - what party does (or did) she usually support in national elections? (CHECK ONE)

- [ ] Republican
- [ ] Democratic
- [ ] Sometimes one; sometimes the other
- [ ] Other (PLEASE SPECIFY)_____

25. Regardless of immediate issues, how do you usually think of yourself - as a Republican, a Democrat or what? (CHECK ONE)

- [ ] Republican
- [ ] Democrat
- [ ] Independent
- [ ] Socialist
- [ ] Other (PLEASE SPECIFY)_____

25a. If you checked Republican or Democrat, would you consider yourself: (CHECK ONE)

- [ ] Conservative Republican
- [ ] Moderate Republican
- [ ] Liberal Republican
- [ ] Conservative Democrat
- [ ] Moderate Democrat
- [ ] Liberal Democrat

26. During the past few weeks, how often have you discussed national or world affairs with friends, acquaintances or family? (CHECK ONE)

- [ ] Daily or almost daily
- [ ] Several times in the past few weeks
- [ ] Once or twice in this time
- [ ] Never in this period

27. If the last presidential election were being held today with the same candidates, which one would you favor? (CHECK ONE)

- [ ] Goldwater
- [ ] Johnson
- [ ] Don't know

28. Please indicate how you feel about <u>each</u> of the following statements. (CHECK ONE ALTERNATIVE FOR <u>EACH</u> STATEMENT)

	Strongly Agree	Agree	Disagree	Strongly Disagree
The way they are run now, labor unions do this country more harm than good	☐	☐	☐	☐
Big companies control too much of American business	☐	☐	☐	☐
A former member of the Communist Party who refuses to reveal the names of Party members he had known should not be allowed to teach in a college or university	☐	☐	☐	☐
There is too much conformity among American college students	☐	☐	☐	☐
Legislative committees should not investigate the political beliefs of university faculty members	☐	☐	☐	☐
Books and movies ought not to deal so much with the unpleasant and seamy side of life; they ought to concentrate on themes that are entertaining or uplifting	☐	☐	☐	☐
The government should have the right to withhold relevant FBI files from defendants in criminal cases, when opening the files to them might reveal the names of confidential informants	☐	☐	☐	☐
It is proper for the government to refuse a passport to a Socialist	☐	☐	☐	☐
It is proper to reclassify students who sit in at the draft board	☐	☐	☐	☐
Police are unduly hampered these days in their efforts to apprehend and deal with criminals	☐	☐	☐	☐

29. If a Negro with the same income and education as you have moved into your block, would it make any difference to you? (CHECK ONE)

☐ Yes, it would make a difference

☐ No, it wouldn't make any difference

☐ Don't know if it would

30. Do you think most Negroes in the U.S. are being treated fairly or unfairly? (CHECK ONE)

☐ Fairly

☐ Unfairly

31. Please indicate how you feel about <u>each</u> of the following important public issues. (CHECK ONE ALTERNATIVE FOR <u>EACH</u> ISSUE)

	Strongly Approve	Approve	Indif-ferent	Oppose	Strongly Oppose
Firm U. S. action against the Castro government in Cuba	☐	☐	☐	☐	☐
Increased spending for defense	☐	☐	☐	☐	☐
Congressional investigations of "Un-American Activities"	☐	☐	☐	☐	☐
Agreement with the USSR to end nuclear testing	☐	☐	☐	☐	☐
Increased student interest in political action	☐	☐	☐	☐	☐
Social Security coverage for medical care of older people	☐	☐	☐	☐	☐
Giving Communist China a seat in the U.N.	☐	☐	☐	☐	☐
The decision to send our armed forces to the Dominican Republic	☐	☐	☐	☐	☐
Student demonstrations protesting U.S. involvement in the war in Viet Nam	☐	☐	☐	☐	☐
Civil Rights sit-in demonstrations	☐	☐	☐	☐	☐

32. How do you feel about our government's present policy in Viet Nam? (CHECK ONE)

☐ I strongly approve our government's present policy

☐ In general I approve our government's present policy

☐ I approve some aspects of our present policy, oppose others

☐ In general I oppose our present policy

☐ I strongly oppose our present policy

32a. If you have any disagreement with our government's present policy, in what way do you disagree?

_____

_____

_____

33. What do you feel our government's policy in Viet Nam should be? (CHECK ONE)

- ☐ Withdraw completely from Viet Nam
- ☐ Remain in Viet Nam but adopt a more conciliatory position - e.g., stop bombing North and South Viet Nam, make active efforts to negotiate directly with the Viet Cong
- ☐ Continue the policy our government is presently pursuing
- ☐ Adopt a stronger military position - e.g., bombing Hanoi
- ☐ Adopt a much stronger military position, even if it means a direct confrontation with Communist China
- ☐ Other (PLEASE SPECIFY) _____

_____

_____

_____

4. Now, some general questions about your reactions to Michigan.

In the life you have led at the University, what experiences have been most important and meaningful to you? Check how important each of the following experiences has been to you in your life at Michigan. (CHECK ONE ALTERNATIVE FOR EACH ITEM LISTED.)

	Of Crucial Importance	Very Important	Fairly Important	Not Too Important	Not at all Important
Knowing students from very different backgrounds	☐	☐	☐	☐	☐
Classroom work - lectures, reading, classroom discussions	☐	☐	☐	☐	☐
Individual study, research, writing, art work	☐	☐	☐	☐	☐
Extra-curricular life--the campus groups and activities I've become involved in	☐	☐	☐	☐	☐
Parties and social life	☐	☐	☐	☐	☐
Dating	☐	☐	☐	☐	☐
Getting to know faculty, seeing and talking with them outside of class	☐	☐	☐	☐	☐
Discussing ideas, intellectual exchange with friends, other students	☐	☐	☐	☐	☐
The friendships I've formed	☐	☐	☐	☐	☐
Experiences with music, drama, art	☐	☐	☐	☐	☐
"School spirit" activities--e.g., Michigras, Homecoming	☐	☐	☐	☐	☐
Getting involved in issues of national or world affairs	☐	☐	☐	☐	☐
Being on my own--the sheer experience of being independent	☐	☐	☐	☐	☐
Intramural or varsity sports (as either a spectator or participant)	☐	☐	☐	☐	☐
Student government; campus elections for student government; involvement in campus issues	☐	☐	☐	☐	☐
Self-discovery, self-insight--discovery and development of new interests and talents	☐	☐	☐	☐	☐

35. People have different ideas about <u>what they hope to achieve in college</u>. We would like to know what you feel are the important things to get out of college. Please indicate how important <u>each</u> of the following ideas is to you, according to this scheme:

Write in <u>++</u> if the idea is of great importance

Write in <u>+</u> if the idea is of moderate importance

Write in <u>0</u> if the idea is of little or no importance

_____ Getting prepared for marriage and family life

_____ Thinking through what kind of occupation and career I want and developing some of the necessary skills

_____ Having fun; enjoying the last period before assuming adult responsibilities

_____ Exploring new ideas - the excitement of learning

_____ Establishing meaningful friendships

_____ Finding myself, discovering what kind of person I really want to be

_____ Opportunities to think through what I really believe, what values are important to me

_____ Developing a deep, perhaps professional grasp of a specific field of study

PLEASE READ CAREFULLY

---35a. Now, go back and look at <u>those that you rated ++</u>. Put a "1" in front of the one that is <u>most important</u> to you, and a "2" in front of the one that is <u>second most important</u>.

36. College sometimes brings a change in ideas, beliefs, or values--such things as religious beliefs, political beliefs, ways of viewing people. Do you think you have changed in things like this? (CHECK ONE)

☐ Have changed a great deal

☐ Have changed somewhat

☐ Have changed a little

☐ Haven't changed at all

37. What about more personal kinds of changes--not just particular beliefs and values, but changes in the kind of person you are, the way you see or feel about yourself--have you changed in things like this? (CHECK ONE)

☐ Have changed a great deal

☐ Have changed somewhat

☐ Have changed a little

☐ Haven't changed at all

38. In addition to some of these general kinds of changes, we're interested in some of the more specific influences the college experience may have had for you. As far as you can judge, to what extent has the college influenced you in <u>each</u> of the following? (<u>CIRCLE</u> THE APPROPRIATE NUMBER)

a. <u>Clarity of occupational plans</u>:

5	4	3	2	1
much more clear	somewhat clearer	no change	somewhat less clear	much less clear than when I entered college

b. <u>Study habits</u>:

5	4	3	2	1
much better	somewhat better	no change	somewhat worse	much worse than when I entered college

c. <u>Interest in art and music</u>:

5	4	3	2	1
marked increase	some increase	no change	somewhat less	much less than when I entered college

d. <u>Ambition</u>:

5	4	3	2	1
marked increase	some increase	no change	somewhat less	much less than when I entered college

e. <u>Excitement and enthusiasm about learning</u>:

5	4	3	2	1
much more	somewhat more	no change	somewhat less	much less than when I entered college

f. <u>Interest in politics and world affairs</u>:

5	4	3	2	1
marked increase	some increase	no change	somewhat less	much less than when I entered college

g. <u>Concern about social issues and problems</u>:

5	4	3	2	1
much greater	somewhat greater	no change	somewhat less	much less than when I entered college

(CONTINUED ON NEXT PAGE)

38. (Cont)

h. Self-confidence:

5	4	3	2	1
marked increase	some increase	no change	somewhat less	much less than when I entered college

i. Clarity about the general direction I want to take in life, life goals:

5	4	3	2	1
much clearer	somewhat clearer	no change	somewhat less	much less clear than when I entered college

j. Attitude toward traditional religious beliefs:

5	4	3	2	1
much greater acceptance	somewhat greater acceptance	no change	somewhat less acceptance	much less acceptance of traditional religious beliefs

k. Interest in belonging to a formal religious institution:

5	4	3	2	1
much greater interest	somewhat greater interest	no change	somewhat less interest	much less interest in formal religious membership

l. Attitude toward sexual standards and values:

5	4	3	2	1
much more traditional and conservative	somewhat more traditional and conservative	no change	somewhat more liberal and nontraditional	much more liberal and nontraditional

m. Attitude toward fraternities and sororities:

5	4	3	2	1
much more positive	somewhat more positive	no change	somewhat more negative	much more negative

n. Political attitudes:

5	4	3	2	1
much more conservative	somewhat more conservative	no change	somewhat more liberal	much more liberal

o. Attitude toward marriage:

5	4	3	2	1
much more positive	somewhat more positive	no change	somewhat more negative	much more negative

39. How often during your years at Michigan have you found yourself either seriously disagreeing or feeling strongly that your values or beliefs were different from those of many of the faculty here? (CHECK ONE)

- [ ] Frequently
- [ ] Occasionally → (ANSWER Q. 39a)
- [ ] Once or twice
- [ ] Never (SKIP TO Q. 40)

39a. What are some of the ways in which you feel your values and beliefs have differed from those of many faculty here? (PLEASE BE SPECIFIC - I.E., INDICATE BOTH YOUR BELIEF AND POSITION AND THE POSITION OF THE FACULTY)

_____

_____

_____

_____

_____

40. How often during your years at Michigan have you found yourself either seriously disagreeing or feeling strongly that your values or beliefs were different from those of many of the students here? (CHECK ONE)

- [ ] Frequently
- [ ] Occasionally → (ANSWER Q. 40a)
- [ ] Once or twice
- [ ] Never (SKIP TO Q. 41)

40a. What are some of the ways in which you feel your values and beliefs have differed from those of many students here? (PLEASE BE SPECIFIC - I.E., INDICATE BOTH YOUR BELIEF AND POSITION AND THE POSITION OF THE STUDENTS)

_____

_____

_____

_____

_____

41. Assuming that they were both nice people, would you rather spend time with a person who is very much like you (in interests, viewpoints and life experiences), or with someone who is different, who looks at things from a different perspective? (CHECK ONE)

- ☐ Very much prefer the one who is similar to me
- ☐ Somewhat prefer the one who is similar to me
- ☐ Somewhat prefer the one who is different from me
- ☐ Very much prefer the one who is different from me

Now, some questions about extra-curricular activities ...

42. How active would you say you have been in extra-curricular activities at Michigan? (CHECK ONE)

- ☐ Extremely active
- ☐ Quite active
- ☐ Moderately active
- ☐ Not very active

43. What one extra-curricular activity has had first claim on your time and interest?

_____ _____

44. Have you ever run for an elective class or campus office?

- ☐ No
- ☐ Yes (PLEASE SPECIFY BELOW)

What Office?	Year Ran	Were you elected? (CHECK ONE) Yes	No
		☐	☐
		☐	☐
		☐	☐

45. We would like to get some information about your contacts with other groups at the University of Michigan. We are interested not only in present memberships, but in any contact you may have had in the past. So, please try to remember your experience with student groups over the years here at the University. The following list will remind you of the kinds of student organizations on campus.

Professional or Departmental (e.g., Economics Society, Marketing Club, American Institute of Chemical Engineers)

Foreign Students (e.g., African Students' Union, Iranian Student Association)

Amateur Athletics, Hobbies and Social Groups (e.g., U of M Amateur Radio Club, Folk Dance Club, U of M Rifle Club, U of M Sailing Club)

Productions, Publications, Performance (e.g., Generation, Michigan Daily, U of M Glee Club, Soph Show, Homecoming, Winter Weekend, University of Michigan Band)

University Concerns (University Activities Center, Alpha Phi Omega, Wolverine Club, IAESTE)

Honoraries and Recognition (e.g., Mortar Board, Alpha Lambda Delta, Delta Sigma Rho)

Student governing bodies (e.g., Assembly, IQC, IFC, Joint Judiciary Council)

Fraternities, Sororities, Co-ops

Other campus groups and activities

First, could you please list on the following page all of the groups that you belong to now or have ever belonged to at Michigan. (NOTE: DO NOT LIST THE GROUP FOR WHICH YOU DID A PART I QUESTIONNAIRE)

Then, after each group you list, please indicate:

Whether you are currently a member (In Column A)

Your usual pattern of participation (In Column B, using the code on top of page II-17)

Whether you ever were an officer (In Column C)

The year you joined the group (In Column D)

For those groups in which you are no longer a member, the year you left the group (In Column E)

45. (continued)

CODE FOR COLUMN B

1. Almost never attended meetings or activities
2. Attended less than 1/4 of the meetings or activities
3. Attended between 1/4 and 1/2 of the meetings or activities
4. Attended between 1/2 and 3/4 of the meetings or activities
5. Attended more than 3/4 of the meetings or activities

CURRENT OR FORMER GROUP MEMBERSHIPS (WRITE GROUP NAMES BELOW)	A Are you currently a member? (CHECK ONE) Yes	No	B Participation (USE CODE ABOVE)	C Ever an Officer? (CHECK ONE) Yes	No	D Year Joined	E Year Left
_____	☐	☐	___	☐	☐	___	___
_____	☐	☐	___	☐	☐	___	___
_____	☐	☐	___	☐	☐	___	___
_____	☐	☐	___	☐	☐	___	___
_____	☐	☐	___	☐	☐	___	___
_____	☐	☐	___	☐	☐	___	___
_____	☐	☐	___	☐	☐	___	___
_____	☐	☐	___	☐	☐	___	___
_____	☐	☐	___	☐	☐	___	___
_____	☐	☐	___	☐	☐	___	___
_____	☐	☐	___	☐	☐	___	___
_____	☐	☐	___	☐	☐	___	___

46. Of all the groups you have listed in Q. 45 on page II-17, as well as the group for which you filled out a Part I questionnaire, which three would you say have been most important to you during your college years? By "most important" we mean the groups that have had the most meaning for you during your college years--that your contacts and experiences in this group have had the most to do with the changes and developments you feel you have undergone since coming to Michigan.

(NOTE: YOU CAN INCLUDE GROUPS YOU NO LONGER BELONG TO, AS WELL AS GROUPS YOU ARE CURRENTLY A MEMBER OF. YOU MAY INCLUDE THE GROUP FOR WHICH YOU DID A PART I QUESTIONNAIRE.)

3 MOST IMPORTANT GROUPS:

_____

_____

_____

46a. Which of these groups is the one that has been most important to you?

_____
(MOST IMPORTANT GROUP)

COLLEGE STUDENT ATTITUDE INVENTORY

This last set of questions is a questionnaire that has been given to students in a large number of universities and colleges all over the country. It covers college students' attitudes and opinions in a number of different areas.

Several of these questions overlap somewhat with those we have already asked you. They are included so as to permit us to make direct comparisons with students in other universities.

Read each of the numbered statements that follow and decide whether it is true as applied to you or false as applied to you.

> If a statement is TRUE or MOSTLY TRUE for you, check the box under T. If a statement is FALSE or NOT USUALLY TRUE for you, check the box under F.

PLEASE ANSWER ALL QUESTIONS. WORK RAPIDLY.

		T	F
1.	I enjoy listening to poetry.	☐	☐
2.	I pray several times a week.	☐	☐
3.	I prefer to engage in activities from which I can see definite results rather than those from which no tangible or objective results are apparent.	☐	☐
4.	I dislike assignments requiring original research work.	☐	☐
5.	If several people find themselves in trouble, the best thing for them to do is to agree upon a story and stick to it.	☐	☐
6.	Society puts too much restraint on the individual.	☐	☐
7.	After a class period I think about the ideas presented there.	☐	☐
8.	I like dramatics.	☐	☐
9.	God hears our prayers.	☐	☐
10.	Politically I am probably something of a radical.	☐	☐
11.	I enjoy solving problems of the type found in geometry, philosophy, or logic.	☐	☐
12.	I have often either broken rules (school, club, etc.) or inwardly rebelled against them.	☐	☐
13.	The trouble with many people is that they don't take things seriously enough.	☐	☐
14.	I analyze what I like or dislike about a movie or play which I have seen.	☐	☐
15.	Colored lights sometimes arouse feelings of excitement in me.	☐	☐
16.	There must be something wrong with a person who is lacking in religious feeling.	☐	☐
17.	If I were a university professor and had the necessary ability, I would prefer to teach chemistry and physics rather than poetry.	☐	☐
18.	I find that a well-ordered mode of life with regular hours is not congenial to my temperament.	☐	☐
19.	Nothing in life is worth the sacrifice of losing contact with your family.	☐	☐
20.	I like to discuss the values of life, such as what makes an act good or evil.	☐	☐
21.	I like modern art.	☐	☐

		T	F
22.	Every person should have complete faith in a supernatural power whose decisions he obeys without question.	☐	☐
23.	I like to go alone to visit new and strange places.	☐	☐
24.	The artist and professor are probably more important to society than the businessman and the manufacturer.	☐	☐
25.	At times I have very much wanted to leave home.	☐	☐
26.	I prefer people who are never profane.	☐	☐
27.	I like to listen to primitive music.	☐	☐
28.	Organized religion, while sincere and constructive in its aims, is really an obstacle to human progress.	☐	☐
29.	I dislike following a set schedule.	☐	☐
30.	I have frequently found myself, when alone, pondering such abstract problems as free will, evil, etc.	☐	☐
31.	I have always had goals and ambitions that were impractical or that seemed incapable of being realized.	☐	☐
32.	Communism is the most hateful thing in the world today.	☐	☐
33.	I like to read serious, philosophical poetry.	☐	☐
34.	I enjoy looking at paintings, sculpture, and architecture.	☐	☐
35.	We cannot know for sure whether or not there is a God.	☐	☐
36.	For most questions there is just one right answer, once a person is able to get all the facts.	☐	☐
37.	I would like to enter a profession which requires much original thinking.	☐	☐
38.	A person who lets himself get tricked has no one but himself to blame.	☐	☐
39.	We should respect the work of our forefathers and not think that we know better than they did.	☐	☐
40.	I have always hated regulations.	☐	☐
41.	I like to write my reactions to and criticisms of a given philosophy or point of view.	☐	☐
42.	I would like to be an actor on the stage or in the movies.	☐	☐
43.	I go to church or temple almost every week.	☐	☐

		T	F
44.	I like to discuss philosophical problems.	☐	☐
45.	At times I have a strong urge to do something harmful or shocking.	☐	☐
46.	Every wage earner should be required to save a certain part of his income each month so that he will be able to support himself and his family in later years.	☐	☐
47.	The prophets of the Old Testament predicted the events that are happening today.	☐	☐
48.	I like to fool around with new ideas, even if they turn out later to have been a total waste of time.	☐	☐
49.	It is highly unlikely that astrology will ever be able to explain anything.	☐	☐
50.	I would enjoy fame (not mere notoriety).	☐	☐
51.	It is better never to expect much; in that way you are rarely disappointed.	☐	☐
52.	When I go to a strange city I visit museums.	☐	☐
53.	I am more sensitive than most people.	☐	☐
54.	The only meaning to existence is the one which man gives himself.	☐	☐
55.	I am more interested in the application of principles and theories than in the critical consideration of them.	☐	☐
56.	When I get bored I like to stir up some excitement.	☐	☐
57.	Unquestioning obedience is not a virtue.	☐	☐
58.	I enjoy spending leisure time in writing poetry, plays, stories, or essays.	☐	☐
59.	Every person ought to be a booster for his own home town.	☐	☐
60.	As a youngster I acquired a strong interest in intellectual and aesthetic matters.	☐	☐
61.	I believe in a life hereafter.	☐	☐
62.	Trends towards abstractionism and the distortion of reality have corrupted much art of recent years.	☐	☐
63.	My free time is usually filled up by social demands.	☐	☐
64.	I have been disappointed in love.	☐	☐

		T	F
65.	The surest way to a peaceful world is to improve people's morals.	☐	☐
66.	I analyze the motives of others and compare their reactions with my own.	☐	☐
67.	I tend to make friends with men who are rather sensitive and artistic.	☐	☐
68.	I believe there is a God.	☐	☐
69.	I much prefer friends who are pleasant to have around rather than those who are always involved in some difficult problem.	☐	☐
70.	I prefer to have a principle or theory explained to me rather than attempting to understand it on my own.	☐	☐
71.	I like to flirt.	☐	☐
72.	It is a pretty callous person who does not feel love and gratitude toward his parents.	☐	☐
73.	I like to do work which requires little study or thought after it is once learned.	☐	☐
74.	I enjoy hearing a great singer in an opera.	☐	☐
75.	In religious matters I believe I would have to be called a skeptic or an agnostic.	☐	☐
76.	Usually I prefer known ways of doing things rather than trying out new ways.	☐	☐
77.	I like assignments which require me to draw my own conclusions from some data or body of facts.	☐	☐
78.	At times I feel like picking a fist fight with someone.	☐	☐
79.	I never attend a sexy show if I can avoid it.	☐	☐
80.	My conversations with friends usually deal with such subjects as mutual acquaintances and social activities.	☐	☐
81.	I have spent a lot of time listening to serious music.	☐	☐
82.	I would prefer to hear a series of lectures on the comparative merits of forms of government rather than the comparative development of the great religious faiths.	☐	☐
83.	I much enjoy thinking about some problem which is a challenge to the experts.	☐	☐
84.	No man of character would ask his fiancee to have sexual intercourse with him before marriage.	☐	☐

		T	F
85.	I study and analyze my own motives and reactions.	☐	☐
86.	I enjoy reading Shakespeare's plays.	☐	☐
87.	I expect that ultimately mathematics will prove more important for mankind than theology.	☐	☐
88.	It is a good rule to accept nothing as certain or proved.	☐	☐
89.	I dominate many of my acquaintances of about my own age.	☐	☐
90.	Parents are much too easy on their children nowadays.	☐	☐
91.	I like short, factual questions in an examination better than questions which require the organization and interpretation of a large body of material.	☐	☐
92.	Much of my life I've dreamed about having enough time to paint or sculpture.	☐	☐
93.	In matters of religion it really does not matter what one believes.	☐	☐
94.	Many of my friends would probably be considered unconventional by other people.	☐	☐
95.	At an exposition I like to go where I can see scientific apparatus rather than new manufactured products.	☐	☐
96.	I enjoy betting on horse races.	☐	☐
97.	In most ways the poor man is better off than the rich man.	☐	☐
98.	I enjoy thinking of new examples to illustrate general rules and principles.	☐	☐
99.	I would like to collect prints of paintings which I personally enjoy.	☐	☐
100.	Each person should interpret the Bible for himself.	☐	☐
101.	I don't like things to be uncertain and unpredictable.	☐	☐
102.	I prefer the practical man any time to the man of ideas.	☐	☐
103.	I like to work late at night.	☐	☐
104.	I have been inspired to a way of life based on duty which I have carefully followed.	☐	☐
105.	I am uninterested in discussions of the ideal society or Utopia.	☐	☐
106.	I am fascinated by the way sunlight changes the appearance of objects and scenes.	☐	☐
107.	I generally prefer being with people who are not religious.	☐	☐

		T	F
108.	Facts appeal to me more than ideas.	☐	☐
109.	I like to imagine what is inside objects.	☐	☐
110.	I always see to it that my work is carefully planned and organized.	☐	☐
111.	I am in favor of strict enforcement of all laws, no matter what the consequences.	☐	☐
112.	I discuss the causes and possible solutions of social, political, economic, or international problems.	☐	☐
113.	I think I feel more intensely than most people do.	☐	☐
114.	Religion should be primarily a social force or institution.	☐	☐
115.	My way of doing things is apt to be misunderstood by others.	☐	☐
116.	I want to know that something will really work before I am willing to take a chance on it.	☐	☐
117.	Young people sometimes get rebellious ideas, but as they grow up they ought to get over them and settle down.	☐	☐
118.	I read a great deal even when it is not required in my work.	☐	☐
119.	I am embarrassed by dirty stories.	☐	☐
120.	More than anything else, it is good hard work that makes life worthwhile.	☐	☐
121.	I prefer a long, rather involved problem to several shorter ones.	☐	☐
122.	Sometimes I find myself "studying" advertisements in order to discover something interesting in them.	☐	☐
123.	Institutionalized religion is not necessary for the maintenance of a relationship with God.	☐	☐
124.	I have had strange and peculiar thoughts.	☐	☐
125.	I would enjoy writing a paper on the possible long-term effects or outcomes of a significant research discovery.	☐	☐
126.	If I could get into a movie without paying and be sure I was not seen, I would probably do it.	☐	☐
127.	Kindness and generosity are the most important qualities for a wife to have.	☐	☐
128.	I react to new ideas which I hear or read about by analyzing them to see if they fit in with my own point of view.	☐	☐

		T	F
129.	I like to read about artistic or literary achievement.	☐	☐
130.	It doesn't matter to me what church a man belongs to, or whether or not he belongs to a church at all.	☐	☐
131.	I like to have a place for everything and everything in its place.	☐	☐
132.	The main object of scientific research should be the discovery of truth rather than its practical applications.	☐	☐
133.	I believe women ought to have as much sexual freedom as men.	☐	☐
134.	My home life was always happy.	☐	☐
135.	I prefer to carry out an activity or job rather than to do the planning for it.	☐	☐
136.	I have at one time or another in my life tried my hand at writing poetry.	☐	☐
137.	I frequently have serious doubts about my religious beliefs.	☐	☐
138.	Some of my friends think that my ideas are impractical, if not a bit wild.	☐	☐
139.	Science has its place, but there are many important things that can never possibly be understood by the human mind.	☐	☐
140.	I would like to hunt lions in Africa.	☐	☐
141.	In the final analysis, parents generally turn out to be right about things.	☐	☐
142.	I am unable to explain the reasons for my opinions and reactions.	☐	☐
143.	I am interested in the historical changes and developments in American jazz.	☐	☐
144.	I would consider it more important for my child to secure training in athletics than in religion.	☐	☐
145.	I don't like to work on a problem unless there is the possibility of coming out with a clear-cut and unambiguous answer.	☐	☐
146.	I don't care much for scientific or mathematical articles.	☐	☐
147.	I often do whatever makes me feel cheerful here and now, even at the cost of some distant goal.	☐	☐
148.	I should like to belong to several clubs or lodges.	☐	☐
149.	I read articles or books that deal with new theories and points of view within my field of interest.	☐	☐

		T	F
150.	Courses in literature and poetry have been as satisfying to me as most other subjects.	☐	☐
151.	My church, faith, or denomination has the only true approach to God.	☐	☐
152.	The unfinished and the imperfect often have greater appeal for me than the completed and the polished.	☐	☐
153.	I dislike mathematics.	☐	☐
154.	Something exciting will almost always pull me out of it when I am feeling low.	☐	☐
155.	The most important qualities of a husband are determination and ambition.	☐	☐
156.	I would enjoy studying the causes of an important national or international event and writing a paper on these causes.	☐	☐
157.	I think I take primarily an aesthetic view of experience.	☐	☐
158.	When science contradicts religion it is because of scientific hypotheses that have not and cannot be tested.	☐	☐
159.	Perfect balance is the essence of all good composition.	☐	☐
160.	I like to read about science.	☐	☐
161.	Once a week or oftener I become very excited.	☐	☐
162.	I dislike women who disregard the usual social or moral conventions.	☐	☐
163.	I have difficulty in imagining the reaction of a person of another period, race, or country, to a given situation or environment.	☐	☐
164.	I believe in the worth of humanity but not in God.	☐	☐
165.	I don't like to undertake any project unless I have a pretty good idea how it will turn out.	☐	☐
166.	I like to look for faulty reasoning in an argument.	☐	☐
167.	I have sometimes wanted to run away from home.	☐	☐
168.	Only a fool would try to change our American way of life.	☐	☐
169.	I like work requiring considerable physical activity.	☐	☐
170.	I have read little or none of the Bible.	☐	☐
171.	I have had very peculiar and strange experiences.	☐	☐

		T	F
172.	It puzzles me why some people will so avidly read and discuss science fiction.	☐	☐
173.	I have never done any heavy drinking.	☐	☐
174.	Divorce is often justified.	☐	☐
175.	I would enjoy writing a paper explaining a theory and presenting the arguments for and against it.	☐	☐
176.	One needs to be wary of those persons who claim not to believe in God.	☐	☐
177.	It doesn't bother me when things are uncertain and unpredictable.	☐	☐
178.	I would rather read about the lives and works of men such as Alexander, Julius Caesar, and Charlemagne than about Aristotle, Socrates, and Kant.	☐	☐
179.	I have often gone against my parents' wishes.	☐	☐
180.	Disobedience to the government is sometimes justified.	☐	☐
181.	I prefer to work with others rather than alone.	☐	☐
182.	I am more religious than most people.	☐	☐
183.	It is hard for me to work intently on a scholarly problem for more than an hour or two at a stretch.	☐	☐
184.	In school I was sometimes sent to the principal for cutting up.	☐	☐
185.	Nothing about communism is any good.	☐	☐
186.	I am tantalized by a question or problem until I can think through to an answer satisfactory to myself.	☐	☐
187.	When it comes to differences of opinion in religion we should be careful not to compromise with those who believe differently than we do.	☐	☐
188.	When I sit down to study it is hard to keep my mind on the material.	☐	☐
189.	I like to talk about sex.	☐	☐
190.	There is nothing wrong with the idea of intermarriage between different races.	☐	☐
191.	I enjoy listening to debates and discussions on social, economic, or political problems.	☐	☐
192.	Science should have as much to say about moral values as religion does.	☐	☐

		T	F
193.	I tend to ignore the feelings of others when accomplishing some end that is very important to me.	☐	☐
194.	Nothing about fascism is any good.	☐	☐
195.	I think about the values and meanings of a college education.	☐	☐
196.	The idea of doing research does not appeal to me.	☐	☐
197.	When a man is with a woman he is usually thinking about things related to her sex.	☐	☐
198.	It's better to stick by what you have than to be trying new things you don't really know about.	☐	☐
199.	I enjoy a thought-provoking lecture.	☐	☐
200.	I think I would like to drive a racing car.	☐	☐
201.	If you start trying to change things very much you usually make them worse.	☐	☐
202.	I am aroused by a speaker's description of unfortunate conditions in a locality or country.	☐	☐
203.	The "facts" of nature depend entirely upon the rules of observation.	☐	☐
204.	People ought to be satisfied with what they have.	☐	☐
205.	I dislike having others deliberate and hesitate before acting.	☐	☐
206.	Many of my dreams are about sex.	☐	☐

WE WOULD LIKE TO THANK YOU AGAIN FOR PARTICIPATING IN THIS STUDY!

Reliability Questionnaire for Students Who Had Completed a Full Spring, 1966 Questionnaire

1. When did you first become associated with your group? _____
(month) (year)

2. Have you been associated continually with your group since the date you wrote above? (CHECK ONE)

☐ I have been associated continually

☐ I have been associated intermittently

3. How many of the following types of activities of your group did you attend last year? (CHECK ONE BOX FOR EACH LINE: IF YOU DID NOT ATTEND ANY, PLEASE CHECK THE APPROPRIATE BOX HEADED "NONE".)

	Never occurs in my group	None	One or two	Three or four	About a half doz.	About ten	More than ten
Committee meetings	☐	☐	☐	☐	☐	☐	☐
Board meetings	☐	☐	☐	☐	☐	☐	☐
General meetings	☐	☐	☐	☐	☐	☐	☐
Events sponsored by the group open to the public: speakers, teas, dances, etc.	☐	☐	☐	☐	☐	☐	☐
Social events: gatherings, parties (SORORITY AND FRATERNITY MEMBERS: DO NOT COUNT THE DAILY ROUTINE OF LIVING IN THE HOUSE, E.G., MEALS, CONVERSATIONS, ETC.)	☐	☐	☐	☐	☐	☐	☐
Community service activities	☐	☐	☐	☐	☐	☐	☐
Study groups	☐	☐	☐	☐	☐	☐	☐
Religious services	☐	☐	☐	☐	☐	☐	☐
Demonstrations on social and political issues (e.g., civil rights, housing, foreign affairs)	☐	☐	☐	☐	☐	☐	☐
Conventions, regional meetings, etc.	☐	☐	☐	☐	☐	☐	☐
Other (PLEASE SPECIFY BELOW)							
_____	☐	☐	☐	☐	☐	☐	☐
_____	☐	☐	☐	☐	☐	☐	☐
_____	☐	☐	☐	☐	☐	☐	☐

4. How much time would you say you spent last year during an <u>average</u> <u>week</u> on activities related to your group? Include everything such as group-related telephone calls, reading materials, attending meetings, going to social affairs, etc. If you did not spend any time in connection with your group, write a zero in the space provided. Do not leave it blank. (SORORITY AND FRATERNITY MEMBERS: DO <u>NOT</u> INCLUDE THE TIME YOU SPENT ON THE DAILY ROUTINE OF LIVING IN THE HOUSE. <u>DO</u> INCLUDE THINGS LIKE MEETINGS, PARTIES, CAMPUS OR COMMUNITY SERVICE, COMMITTEES, DANCES.)

_____ hours per week on the average

5. How much time would you say you spent last year during an <u>average</u> <u>week</u> on affairs related to <u>other</u> <u>groups</u> of which you were a member? List each group separately in the following table. In addition, could you please estimate the amount of time you spent each week on course work, classes, on a job, and on recreation of any kind (reading, watching TV, dating, etc.)?

<u>Other Student Groups (LIST BY NAME)</u>		<u>Average amount of time per week</u>
_____	=	_____
_____	=	_____
_____	=	_____
_____	=	_____
<u>Going to classes</u>	=	_____
<u>Studying, writing papers, course reading, etc.</u>	=	_____
<u>Job(s)</u>	=	_____
<u>Recreation</u>	=	_____

6. How important would you say the group is to you? Think of importance in this way. Suppose you had to leave the group for some reason, and could no longer have any contact with it. If that happened, how much would you miss the group--how much loss would you feel? (CHECK ONE)

☐ This group is of <u>crucial importance</u> to me--it is hard to think of life at Michigan without this group

☐ This group is <u>very important</u> to me--I would miss my contact with this group a great deal

☐ This group is <u>fairly important</u> to me--I would miss my contact with this group to some degree

☐ This group is <u>not really important</u> to me--I would not really miss my contact with this group

7. How important would you say this group is to new members vs. old members? (CHECK ONE)

- ☐ This group is much more important to new members than to old members
- ☐ This group is somewhat more important to new members than to old members
- ☐ This group is of equal importance to both new and old members
- ☐ This group is somewhat less important to new members than to old members
- ☐ This group is much less important to new members than to old members

8. How strong a sense of belonging do you feel you have to the group? How much do you really feel a part of the group? (CHECK ONE)

- ☐ Little or no sense of belonging
- ☐ Some sense of belonging
- ☐ Fairly strong sense of belonging
- ☐ Strong sense of belonging

9. If you were not to participate in some important group activities, how likely is it that a group member would let you know you should? (CHECK ONE)

- ☐ Someone would certainly let me know
- ☐ Someone would probably let me know
- ☐ Someone might let me know
- ☐ Probably no one would let me know
- ☐ No one would let me know

10. How much pressure is there on you to participate in the group's activities? (CHECK ONE)

- ☐ A great deal of pressure
- ☐ Quite a bit of pressure
- ☐ Some pressure
- ☐ A little pressure
- ☐ No pressure at all

11. Members differ in the extent to which they share the dominant beliefs and values of the groups to which they belong. To what extent are you <u>in fact</u> in agreement with the dominant values and beliefs of your group? (CHECK ONE)

☐ Very high agreement
☐ High agreement
☐ Moderate agreement
☐ Low agreement
☐ Very low agreement
☐ Don't know

12. We are interested in whether your group has had any influence within the University.

First, would you say that your group has had any influence on the <u>faculty</u> at Michigan?

☐ Yes ☐ No

(IF YES) What kind of influence has your group had? (BE SPECIFIC AS TO THE NATURE OF THE INFLUENCE, GIVING EXAMPLES WHEN POSSIBLE)

_____
_____
_____
_____
_____

13. Would you say that your group has had any influence on the <u>administration</u> at Michigan?

☐ Yes ☐ No

(IF YES) What kind of influence has your group had? (BE SPECIFIC, GIVING EXAMPLES WHEN POSSIBLE)

_____
_____
_____
_____
_____

14. Would you say that your group has had any influence on <u>other</u> <u>students</u> or <u>student groups</u> at Michigan?

☐ Yes ☐ No

(IF YES) What kind of influence has your group had? (BE SPECIFIC, GIVING EXAMPLES WHEN POSSIBLE)

_____

_____

_____

_____

_____

15. How much do you think your group is concerned with teaching or influencing new members? (CHECK ONE)

☐ Very much concerned

☐ Concerned

☐ Unconcerned

☐ Not at all concerned

16. <u>What</u> does your group try to teach new members? What kinds of effects would it like to have on new members? (BE SPECIFIC AS TO THE <u>CONTENT</u> OF THE TEACHING AND INFLUENCE)

_____

_____

_____

_____

_____

17. <u>How</u> does your group try to teach new members? What means does it use to affect new members? (BE SPECIFIC AS TO THE <u>WAYS</u> AND <u>MEANS</u> USED)

_____

_____

_____

_____

_____

18. What is the image of your group at the University? How do you think other people at the University perceive it?

_____

_____

_____

_____

18a. How favorable is this perception of your group? (CHECK ONE)

- ☐ Very favorable
- ☐ Somewhat favorable
- ☐ Neutral, neither favorable nor unfavorable
- ☐ Somewhat unfavorable
- ☐ Very unfavorable

19. Compared to other groups like yours--whether religious, political, fraternities, sororities--how effective has your group been in the overall achievement of its goals? (CHECK ONE)

- ☐ My group has been very much more effective than other groups like mine
- ☐ My group has been somewhat more effective than other groups like mine
- ☐ My group has been somewhat less effective than other groups like mine
- ☐ My group has been much less effective than other groups like mine

20. In this question, we would like you to focus on how interested you and other group members are in a number of areas. Below is a list of things in which people have different degrees of interest. In the column headed "Importance to me," indicate how interested you are in each area. Then, in the column headed "Importance to group members," indicate how interested other members of your group are in each area. If you feel you are simply unable to make a judgment in a particular area, use the question mark symbol. But please use it only when you feel you really don't know.

DEGREE OF INTEREST IN AREAS

1	The area is of very special interest, of great importance
2	The area represents a fairly important interest
3	The area is of minor importance
0	The area is of no interest at all, of no importance
?	In this particular area I am simply unable to make a judgment--I really don't know

Area of interest	Importance to me	Importance to group members
A. Interest in campus issues and politics; student regulations	___	___
B. Interest in studying; taking the course work seriously	___	___
C. Interest in international understanding; ways of promoting peace; disarmament	___	___
D. Interest in the world of ideas; the intellectual life; excitement in exploring new ideas	___	___
E. Interest in evaluating myself and others with respect to being "sharp" or "cool"; concern with the kind of clothes that one wears; how one talks and behaves when he is with others	___	___
F. Interest in the arts--music, painting, literature, poetry	___	___
G. Interest in religious standards and beliefs; concern with taking a religious perspective toward life	___	___
H. Interest in the contemporary political scene; national and international affairs; current events	___	___
I. Interest in dating and social life	___	___

21. Below are listed a number of different ways group members may behave. Members of your group may or may not have actually behaved in these ways. However, we would like you to answer in terms of how the group <u>would</u> react <u>if</u> someone behaved in the ways described. Using the following code, indicate <u>for each statement</u> how the group would probably react.

<u>CODE</u>:

<u>1</u>	The group would be indifferent to or neutral toward this behavior.
<u>2</u>	Other group members would discuss this behavior among themselves, but not act in any particular way toward the person in question.
<u>3</u>	Other group members would act cold and unfriendly toward the person in question but not discuss his behavior with him directly.
<u>4</u>	Other group members would discuss or criticize this behavior directly with the person in question.
<u>5</u>	Other group members would discourage the person in question from continuing in the group.

(WRITE THE CODE NUMBER CORRESPONDING TO THE REACTION THE GROUP WOULD HAVE)

Group would <u>react:</u>

A. A member acts bored and uninterested in the group ___

B. A member always insists on getting his own way and bossing others around ___

C. A member dresses in a slovenly manner and bathes infrequently ___

D. A member takes pleasure in criticizing and "knocking" the group's plans and activities without making any constructive suggestions ___

E. A member often takes on jobs in the group and ends up not doing them ___

F. A member constantly picks fights with other group members ___

G. A member is dating someone of another race ___

H. A member is more interested in "showing off" than in working with the group ___

22. Do you intend to participate in the group this year? (CHECK ONE)

| | Yes (ANSWER Q.22a) | | No (ANSWER Q.23)

(IF YES) 22a. When do you think you will begin participating in the group?

(GIVE APPROXIMATE MONTH) _____

23. (FOR THOSE WHO DO NOT INTEND TO PARTICIPATE IN THE GROUP THIS YEAR) What are some of the reasons why you do not intend to participate in the group this year? (PLEASE BE SPECIFIC, E.G., IF YOUR INTERESTS CHANGED, INDICATE IN WHAT WAYS AND WHY THIS WAS IMPORTANT IN NOT CONTINUING IN THE GROUP)

_____

_____

_____

_____

_____

_____

_____

_____

INTRODUCTION

The Michigan Student Study

The Michigan Student Study is a broad program of research concerned with understanding the college experience from the student's point of view. The study will be going on for several years, at the end of which time a major report will be issued. It is expected that the results of this study will make important contributions to our understanding of the American university process and will help colleges better meet the needs of students.

The Student Organization Study

The Student Organization Study, part of the larger Michigan Student Study, will be studying more than twenty different organizations on campus - religious groups, political groups, fraternities and sororities - as well as academic departments. The total student membership of each organization or program will be given questionnaires concerning their experiences in the group, how they joined the group, what they think they have gotten from membership in the group, etc. In the present interview - the informant interview - we are talking to people who are well informed about the history, goals, structure and functioning of the groups we are investigating. We will be speaking to faculty advisors, members of the administration, campus ministers, officers and experienced members.

We would like to talk to you about your group. Your answers are entirely confidential. Your name does not appear on the interview and it will be known only to a small team of professional researchers who are not associated with the University administration. The information you provide will be coded onto analysis sheets or IBM cards and will be grouped and tabulated along with the information we receive from a large number of people. We are interested in the range of groups at the University of Michigan, not in any one particular group by itself. We appreciate your cooperation.

I. RECRUITMENT AND SELECTIVITY

1. How does the group recruit its membership?

   1a. How do people find out about the group?

   1b. Do many people know about the group?

   1c. Can anyone join? Are requirements formal or informal?

   1d. Does the group have a limit on the number of people who can join or does it want as many people to join as possible?

   1e. Is there a specified membership?

   (IF YES) How does a person become a member? (PROBE: Is there a series of steps or a time period before someone can become a member?)

   (IF NO) How do people become associated with the group?

2. What kinds of people does the group appeal to?

   2a. Who would in no way be interested in the group?

   2b. Are the students joining the group different from those of a few years ago?

   2c. Do people come a few times and drop out? How often does this happen?

   2d. How does the group feel about this? Are efforts made to bring these people back into the group?

3. How would you describe an ideal member of this group? If you had the freedom to choose members, what kinds of people would you choose?

4. Does the group have a certain image among the student body?

   4a. What is this image?

   4b. Is it accurate?

   4c. How would you describe the atmosphere of your group? How does it differ from other _____ groups?

   4d. Are there any particular people who set the tone of the group?

5. How much turnover is there in the membership within a year? How much turnover is there between the years? Do you have records of membership over the years? (TRY TO GET THESE)

   5a. Why do members leave the group?

   5b. Are there any specific people who have dropped out recently?

   5c. Who?

   5d. Why? (PROBE FOR VALUE DIFFERENCES AS WELL AS POWER DIFFERENCES)

II. ACTIVITY

6. What does the group do?

6a. How are activities initiated? (PROBE FOR WHO AND PROCESS)

6b. Where, when, and how often does the group get together?

7. How are members and other people mobilized for activities?

7a. Is participation in any activities mandatory?

8. Can nonmembers take part in activities?

8a. What kinds?

9. Does the group have any contacts with members of the administration and/or faculty members?

9a. What is the nature of these contacts?

9b. How regular or recurring are these contacts?

9c. How important are these contacts?

9d. Have you ever asked the University to sponsor any of your activities? (IF YES) Which ones? How often?

10. Does the group have any contact with other student groups?

10a. What is the nature of these contacts?

10b. How regular or recurring are these contacts?

10c. How important are these contacts?

10d. Have you ever co-sponsored activities with other groups? (IF YES) Which groups? How often?

11. Does the group have any connections with other groups or people outside the University? (e.g., town groups, state, national, alumni groups)

11a. What are these connections?

11b. How regular or recurring are these connections?

11c. How important are these connections?

11d. Have you ever co-sponsored activities with groups outside the University? (IF YES) Which ones? How often?

12. How do you finance your group?

12a. Do you share (receive) facilities or resources with (from) other groups within or outside the University?

III. LEADERSHIP PATTERNS

13. What are the characteristics of a good officer for your group?

13a. What do people derive personally from being officers?

13b. What do you derive personally from being an officer?

14. How do people become leaders? Are they elected or appointed? By whom?

14a. How long can a person remain a leader? Do leaders have a specified term of office?

14b. Do different members become leaders or do the same people assume these functions over and over again?

14c. Do many people run for office (compete for leadership) or just a few? (IF A FEW) Why?

14d. Do you have records of previous elections and election slates? (TRY TO GET THESE)

15. Are there some especially respected and admired people in the group?

15a. What are their names?

15b. What are their characteristics and qualities?

15c. Do they have any special influence in the group?

(IF YES) 15d. What kinds of influence over what kinds of areas?

15. (Cont)

15e. Do they now or did they ever hold offices in the group?

15f. Do you think these people are respected and admired simply because of their personal qualities, or do they represent some particularly important and relevant ideals of the group? (PROBE FOR COMPARISONS WITH RESPECTED AND ADMIRED PEOPLE IN THE PAST)

(IF YES) What are these ideals and qualities that they represent?

IV. EDUCATIONAL-INTELLECTUAL VALUES

16. What is (are) the purpose(s) of your group?

17. What would you say are the most important values your group holds or represents? (GET SPECIFICS)

18. How does the fact of being in a university affect the values of the group?

18a. Do you feel that your group has to face certain issues because it is in a university?

18b. Are there issues your group would not have to face if it were at another university or college?

18c. Do you have a charter or constitution?

19. Does the group help the members solve the problems or adjust to the life of being a student at the University of Michigan? How?

20. Is there disagreement within the group about the importance of these values? (PROBE: WHAT ARE SOME OF THE DISAGREEMENTS THAT HAVE ARISEN IN THE GROUP? IF NOT ABOUT VALUES, HAVE THERE BEEN DISAGREEMENTS ABOUT THE DIRECTION AND EMPHASIS ON CERTAIN VALUES AS OPPOSED TO OTHERS?)

(IF YES) 20a. Among whom?

20b. Is this a central issue or conflict in the group or not very important?

V. SOCIALIZATION GOALS

21. Aside from their formal functions and various activities, groups frequently are concerned about the way members are affected by the group.

21a. Could you tell us how concerned your group is with the impact it has on members?

21b. What kind of impact would the group like to have? (GET SPECIFICS)

22. What kinds of impact do you think the group has <u>actually</u> had as members?

22a. On what kinds of people does it have an impact?

22b. Can you think of people who have changed a great deal as a result of being in the group?

22c. In what ways have they changed?

22d. What factors do you think are important in explaining these changes?

22e. On what kinds of people does the group seem to have the least amount of impact? Why?

23. Are there some effects of membership in the group that are negative, disapproved or viewed as unsatisfactory by leaders in the group?

23a. How do most members of the group feel?

23b. How do you feel?

23c. Why are they viewed in this way?

23d. Is this an area of much concern to the group?

(IF YES) 23e. What has been done about it?

24. Why do you think the group has any impact? What is the <u>process</u> by which it has effects?

24a. When in the life of the student does the group have its maximum impact?

24b. Is the impact lasting or temporary?

24c. Do members have to stay in the group for the impact to be maintained?

25. We would like to understand the role of different <u>people</u> in the effects the group has.

25a. Is a faculty member important in this process? How?

25b. Are old members important in this process? How?

25c. Are any other people important? Who? How?

IV. SCOPE

26. Do members of the group see each other outside of group activities?

26a. Who sees each other?

26b. What do they do?

26c. Where do they get together? Do they live near each other?

26d. How often do they get together?

26e. Has this come about because of their membership in the group or what?

27. Do people in the group form close friendships with each other?

27a. Do members discuss their personal problems with others in the group?

27b. With whom in particular?

28. Do members of the group tend also to belong to other groups?

28a. Which people?

28b. To which groups do they belong?

28c. Which groups are most important?

28d. How do these groups compare in importance to yours, for those who belong to several?

29. Do members of the group also tend to major in certain fields or take certain courses together?

29a. Which fields or courses?

29b. Has this come about because of their contact with the group or what?

VII. NORMS, RULES

30. What formal rules do members have to follow?

31. What informal rules do members have to follow?

31a. Why did these informal rules arise?

32. What informal rules to members <u>hot have to</u> follow but would get along better in the group if they did?

32a. Why did these informal rules arise?

33. Are there disagreements within the group about rules and norms?

33a. Can you give examples?

VIII. INVOLVEMENT, IDENTIFICATION WITH GROUP

34. What different kinds and amounts of involvement to the group do different members have? (e.g., difference between new and old members)

34a. What accounts for these differences?

35. How do most members feel about the group?

35a. What is their image of it?

36. Are you satisfied with the amount of involvement and loyalty of members in the group?

36a. Why do you think (some) members are not involved?

36b. Has anything been done to change things? (IF YES) What happened?

36c. How does your group compare to other _____ groups in the levels of involvement and loyalty to the group?

37. Do you have records of attendance and turnout to meetings and other group activities? (TRY TO GET THESE)

IX. SANCTIONS

38. On the whole, are there many times when people don't follow formal or informal rules?

39. What happens when members don't follow formal or informal rules?

39a. Can you give instances of a person being reprimanded or ostracized? Has anyone ever been expelled?

39. (Cont)

39b. What were they reprimanded or ostracized for?

39c. Who reprimanded or ostracized them?

39d. What was the outcome?

39e. What other kinds of things would get a member reprimanded?

39f. Who would do the reprimanding?

39g. How would he (she) do it?

40. Are there special rewards, favors or honors received by members?

40a. What kinds of things are members rewarded for?

40b. Who rewards members?

41. Think of some people in the group who don't fit.

41a. In what ways don't they fit?

41b. In what ways are they handled?

X. COHESIVENESS, STRUCTURE

42. Are there subgroups, cliques, or factions within the group?

42a. How would you characterize each of them?

42b. Who belongs to which subgroup?

158

42c. Is it possible to belong to several?

42. (Cont)

42d. How did these subgroups come into being?

42e. Is there any antagonism among them?

42f. What are the issues dividing them?

42g. Which faction is in control of the group currently?

42h. Which faction controlled the group in the past?

42i. Which faction do you think will be in control of the group in the next few years?

43. Have there been any pressures for change from within the group?

43a. From whom?

43b. What are the ways of handling pressures for changes?

43c. What happened?

43d. How do most people in the group feel about what happened?

43e. What do you think will happen to the group because of this?

44. Have there been external pressures for change? (e.g., from University, trimester, meeting University standards, etc; alumni, national boards; local groups)

44a. From whom?

44b. What happened?

45. In what ways has the group changed in recent years? (e.g., values, activities, sanctions, rules, standards, recruitment activities, types of people who join)

45a. What were the reasons for these changes?

45b. Was the change intentional or unintentional?

45c. What have been the effects of these changes?

46. In what ways do you think the group will go in the future?

46a. Will it remain pretty much the same, move in directions that have begun recently or in entirely new directions?

47. Is there anything you would like to add? Are there any areas you feel we should cover in greater detail?

BACKGROUND INFORMATION SHEET

Name of Group _____

Size of Group _____

_____

_____

Officers (names and positions) _____

_____

_____

_____

_____

_____

_____

Advisors _____

_____

_____

Membership List

Other Materials (List Below)

Appendix C

Data Collection

Our first contacts with the groups directly, once we had selected the ones we wanted and gained a sense of their disposition to participate, were with the president and/or officers of each of the twenty-nine groups. In these early conversations we described the goals of the study, emphasized the contribution knowledge gained from the study could make to the groups themselves, and strongly urged the full participation of group members in answering the SOS questionnaire which would be administered or mailed in the near future. We were able to offer $50 to each group as a token payment for participation. With the consent of the officers, we visited each group at the earliest date to describe the study and to enlist participation. These presentations took place at general meetings in most cases; in some of the fraternities and sororities, a special meeting or dinner-time was set aside for us to visit the houses. Our greatest initial cooperation came from the religious groups. Political groups, especially the two non-party ones, gave us the hardest time--a response, we believe, that reflected their general ideologies. We were asked questions about the funding of the project, what the "real" reasons for the study were, what the group would be getting out of participation. After several approaches, these groups did agree to participate on an individual-choice basis, but we never achieved the degree of cooperation from them that we did from many of the other student organizations.

A few of the fraternities and sororities, also, were unenthusiastic at the beginning--because of apathy or over-exposure to researchers--but we found that later participation rates were not predictable from first reactions, whether favorable or unfavorable. In one fraternity, Group 19, members were extremely friendly and interested in two presentations we made at the house, but the house overall ended up with one of the lowest return rates. Another house which had begun most unfavorably came through with a respectable return.

Having secured the agreement of the groups, we sat down with the president or membership chairman of each group to secure an up-to-date membership list of people who had participated to varying degrees in the group during the academic year 1965-1966. For the fraternities and sororities, this presented no problem. Members are clearly defined by the Greek system as anyone who has rushed, pledged, been initiated, and has not depledged; it includes people who may not live in the house; it excludes pledges who have not yet been initiated into full membership (pledges were defined as "new members" in the fall continuation of the research, described below).

We had our greatest difficulty with the four political groups and with two of the religious groups. Group 2, as we have indicated already, is not a real membership organization; people participate in discussions and activities sponsored by the group, and it is often a matter of chance whether they "sign up" with Group 2. There are officers and an active minister-advisor who form the steering committee, and it was these people whom we asked to define a "membership list" for the purposes of the study. They were able to do this without much trouble on the basis of various sign-up sheets and their acquaintance with individuals who turned out fairly

often to group functions. In asking them to draw up the list, we emphasized that we wanted a range of people in terms of degree of participation, and we went over the final list with them to make sure they were not missing those who had signed some list only once during the year. We succeeded in getting a diversity of participation, at least among those who had come to some group activity and signed up or were visible to the steering committee; we do not, of course, know anything about those who were invisible.

We proceeded in the same manner with Group 4 which, in principle, defined as "members" all adherents of the particular denomination with which the group is associated. Here, the problem was less difficult than it was with Group 2, since Group 4 does have general meetings regularly and keeps track of who comes to these meetings. It was the latter, not the larger pool of adherents, whom we took to be eligibles for the study.

Although the political groups have a floating population of members, they do keep a relatively accurate and up-to-date list of participants for their own purposes. We were given access to these lists, emphasizing as we did with all the groups that we wanted the names of marginal participants as well as central ones. In some cases, names of people who had not participated recently were picked up but, generally, the political groups came through with accurate lists of members who participated in varying degrees during the year.

When we went over membership lists with officers, we asked them to check off those they considered to be "actives" both as a check on possible bias in the entry of members (this was especially important with religious group 2) and as a way of assessing the response rates of actives vs. inactives during the first administration of the questionnaire.

Administration of the Questionnaires - Spring 1966

Letters were sent to all people (some 2000) listed as members of the twenty-nine groups early in March, 1966. Two different letters were composed for different categories of members; these involved somewhat different administration of the questionnaires:

(1) A letter was sent to people who had been marked off as active members in each group and/or students who had taken entrance tests in prior years in the Michigan Student Study, asking them to come to the Institute for Social Research to fill out questionnaires on any one of five designated days. We wanted to make a special effort to gain the participation of these people, and tried to offer them the option of filling out questionnaire in a conducive setting. A few days after the group administration, we sent questionnaires to those who did not come to any of the sessions. In all, 241 out of 755 active members (32%) completed the questionnaire by end of the trimester. Twenty-seven percent of the 525 students in the SOS sample on whom there was previous MSS entrance data filled out the questionnaire.

(2) Questionnaires were mailed directly with a covering letter at the same time to less active members. The return rate for these people was twenty-two percent.

The overall return rate for the Spring, 1966, administration was thirty-three percent. The rates for the four different types of groups were as follows:

Religious groups: 35%	Political groups: 21%
Fraternities: 27%	Sororities: 44%

Administration of the Questionnaires - Fall 1966

Over the summer, we devised various ways to deal with the poor returns: first, we shortened the questionnaires by about a third, dropping questions from the first form that were least essential to the purposes of the study. Second, we were ready to go back to the groups at the very beginning of the term to re-administer the questionnaires as soon as the groups had gotten under way. Third, we tried to set up times when we could get members to fill out the questionnaires at their own group meetings. Through all these means, we were able to boost the response rate considerably.

We returned to the officers--in some cases, these were new people-- of each group asking again for their cooperation in completing the study. Membership lists based on participation in the first six weeks of the trimester were collected and compared with the spring lists. We set up meetings to re-acquaint members with the study and to urge their participation. All non-respondents (including those who did not appear on fall membership lists) from the previous spring were either mailed the new, shorter questionnaires or given the questionnaires to fill out during a group meeting.

The final return rate after this second round was 47%. This rate was raised to 64% by a very short form of the questionnaire (the "quickie" questionnaire) which was sent after several reminder letters had produced no further returns.

We were able to locate 960 new members (in the case of fraternities and sororities, these were pledges of the previous spring who had just been or would soon be initiated) who had just begun participating in the groups in the fall of 1966. These students were sent a short group questionnaire and a regular background questionnaire; those who did not respond after several reminders were also sent a "quickie" questionnaire. The return rate for new members for the full questionnaire was 48%; with the quickie, this rate rose to 66%.

Combining old members and new members across all the groups and questionnaire forms yields a final return rate of 64%.[1] The return rates and effective working N for each group are summarized in Table C-1.

---

[1] See page 160 for a discussion of additional people for background data. When these people are included, the rate of return rises to 76%.

TABLE C-1

Return Rates and N's for Each Group in the SOS

	Total Membership List	Overall Rate	N Old Members with full questionnaire	N Old Members with quickie	N New Members with full questionnaire	N New Members with quickie	Total Working N
Religious Groups							
Group 1	66	65%	22	8	6	7	43
Group 2	184	43%	35	18	15	12	80
Group 3	148	86%	70	18	29	10	127
Group 4	220	58%	49	42	25	12	128
Group 5	139	81%	43	20	40	10	113
Political Groups							
Group 6	238	39%	28	25	24	17	94
Group 7	51	69%	15	2	10	8	35
Group 8	222	53%	46	37	22	13	118
Group 9	193	56%	31	32	15	31	109
Fraternities							
Group 10	72	67%	20	11	13	4	48
Group 11	68	35%	15	5	2	2	24
Group 12	63	79%	30	3	17	0	50
Group 13	14	71%	6	1	3	0	10
Group 14	76	70%	37	9	6	1	53
Group 15	92	80%	40	10	22	2	74
Group 16	45	82%	28	2	7	0	37
Group 17	52	65%	25	4	5	0	34
Group 18	87	77%	46	5	14	2	67
Group 19	107	41%	22	19	3	0	44
Sororities							
Group 20	92	71%	42	7	14	2	65
Group 21	82	79%	46	6	11	2	65
Group 22	20	75%	10	0	5	0	15
Group 23	91	76%	31	20	11	7	69
Group 24	88	69%	46	7	3	5	61
Group 25	90	56%	14	12	18	6	50
Group 26	100	63%	42	9	21	1	63
Group 27	76	79%	37	9	9	5	60
Group 28	96	82%	47	6	23	3	79
Group 29	88	84%	37	11	24	2	74
Total	2960	64%	950	358	417	164	1889

In the end, we were pleased with the overall return rate for the questionnaires, although some groups fell far below a desirable level. In particular, we note the poor return for religious group 2 and political group 6. Both are liberal to radical politically, and we fear that we were

victims of the mistrust and antipathy to any kind of research which is even stronger currently among such groups. Fraternities 11 and 19, and to a lesser extent, sorority 25, also fall below the average return rate. Overall, however, the fraternities and sororities show a consistently high response--an indication of the clarity of the definition of member and the greater cohesiveness of these groups as compared to the religious and political groups.

Appendix D

Assessing Bias

In the spring of 1967, we contacted the majority of the non-respondents by telephone to find out as much as we could about the reasons for their lack of cooperation. As we suspected, many of the non-respondents from the religious and political groups did not really consider themselves members--this was especially true for religious groups 2 and 4 and for all of the political groups. The most common answer to our telephone inquiry was "I was only on the mailing list" or "I only attended one or two activities." We urged these people to complete the questionnaire anyway, emphasizing that we were interested in all levels of activity. Many of these people did finally respond positively, some by filling out the long questionnaire, others by doing the "quickie."

Another common reason given was lack of time, which usually also meant lack of time for participation in the group. We treated these people in the same way as those who said they had not participated much in the group.

Another small set of people said they had already filled out a questionnaire for a group in the SOS or that they had received questionnaires for more than one group and were uncertain which to do. We had anticipated this problem and tried to catch as many of the overlapping members ahead of time, with a note saying their names had appeared on more than one membership list but that they should choose to answer for the group they felt they knew the most about. We told the students contacted by the telephone to do the same. In all, we have on our records 118 people who belonged to two groups and 6 people who belonged to three. These 124 people are recorded as members of all overlapping groups, but as respondents only in the group for which the group questionnaire was done. Since the return rate is based on the return of group questionnaires, it underestimates the number of people on whom there is additional background data. Some 100 students are indicated as non-respondents for group data who are, in fact, respondents for individual data.

The patterns of overlapping membership were not random, of course. There were fifteen cases of overlap between groups 1 and 3, the two very conservative religious groups; between religious group 2, the highly liberal ethical conservative group and political group 6, the leftist organization, there were twenty-three cases of overlap; and between political groups 7 and 9, there were nine cases. Other overlapping memberships were scattered across the various combinations of groups.

Another group of non-respondents located by telephone but anticipated by us were those who had been tested at some earlier time or were about to be tested in the senior wave of the MSS. In the latter case, we tried to anticipate who these people would be and asked them to fill out only a group questionnaire (since, it will be recalled, the background questionnaire was drawn from the MSS questionnaire. A few people

slipped by, however, and in our telephone calls we gave them the option of just doing a group questionnaire. For non-respondents among this group, we can call on the answers to the MSS senior questionnaire to fill in background information. There were 272 such people. Again, our return rate does not reflect the presence of these additional respondents to the background questions.

Outright, outspoken refusals from people we suspected were fairly active members came only from the political groups to any extent. This was true not only for Group 6, whose low level of cooperation has already been noted, but also for the three other political groups. We were surprised by the number of people in Group 9 who expressed their refusal directly to us on the telephone, since our relations with leaders had been especially cordial. We know that this group, as well as Group 8, had been riddled with recent factional battles and schisms, which may have contributed to uncooperativeness on the part of some group members (something we will try to track down in the data analysis). Again, it is clear, particularly with the political groups, that the SOS was not operating in pure, uncontaminated space--the forces inside and outside the groups we chose to study affected members' responses to us. We became part of the field of these groups, and were often absorbed both as a source and as a target of influence. The effects of these forces on our study--most urgently in the assessment of the extent to which poor return rates bias our results--is something we must constantly keep in mind in looking at results.

We can make an attempt to assess bias from whatever material we have at hand. Although we have no direct information about the non-respondents other than the information we were able to get from telephone calls, we can look at the characteristics of the groups with varying return rates as a way of understanding the forces that might have produced greater cooperation in some groups rather than others. Of course, these group characteristics are based on aggregating the answers given by members who did participate; we cannot know for certain how the group characteristics would have been affected by those who did not answer the questionnaires.

The twenty-nine groups were placed into three categories:

Below Average Return Rate. Those groups with a return rate of 54% or less - i.e., at least 10% below the overall return rate for the SOS: groups 2, 6, 8, 11, 19, 25.

Average Return Rate. Those groups with a return rate between 55% and 73%, i.e., within 10% of the average return rate: groups 1, 4, 7, 9, 10, 13, 14, 17, 20, 24, 26.

Above Average Return Rate. Those groups with a return rate of 74% or more, i.e., at least 10% above the overall return rate: groups 3, 5, 12, 15, 16, 18, 21, 22.

TABLE D-1

Mean Responses of Groups with Below Average, Average and Above Average Return Rates

(Highest mean score is underlined)

		Below Average	Average	Above Average
A. GROUP INTERESTS AND VALUES				
1. Description of group:politically conservative vs. liberal (0=very conservative; 4=very liberal)	$\bar{x}$	2.74	1.86	1.95
	s.d.	1.31	1.18	.92
	N	302.	354.	658.
	F =	66.488[d]		
2. Description of group:conventional vs. unconventional (0=very conventional; 4=very unconventional)	$\bar{x}$	2.12	1.65	1.80
	s.d.	1.30	1.09	1.11
	N	301.	359.	660.
	F =	13.995[d]		
3. Description of group:accept vs. reject traditional religion (0=very traditional; 4=very untraditional)	$\bar{x}$	2.01	1.45	1.43
	s.d.	1.28	.94	.99
	N	295.	344.	654.
	F =	33.718[d]		
4. Description of group:unintellectual vs. intellectual (0=very unintellectual; 4=very intellectual)	$\bar{x}$	2.95	2.71	2.69
	s.d.	.95	.99	.93
	N	303.	358.	661.
	F =	8.356[d]		
5. Description of group:pro- vs. anti-social life (0=very pro-social life; 4=very anti-social life)	$\bar{x}$	2.23	1.38	1.53
	s.d.	1.20	1.14	1.04
	N	301.	358.	662.
	F =	56.028[d]		

		Below Average	Average	Above Aver
6. Description of group:anti vs. pro-academic (0=very anti-academic; 4=very pro-academic)	$\bar{x}$	2.27	2.75	2.60
	s.d.	.97	.95	.89
	N	302.	358.	661.
	F =	22.645[d]		
7. Description of group:positive vs. negative toward fraternities and sororities (0=very positive; 4=very negative)	$\bar{x}$	2.09	.89	.91
	s.d.	1.35	.94	1.05
	N	294.	352.	658.
	F =	132.436[d]		
8. Description of group:pro- vs. anti-Vietnam war (0=very pro-; 4=very anti-)	$\bar{x}$	2.46	1.77	1.99
	s.d.	1.24	1.01	.89
	N	296.	346.	646.
	F =	37.8[d]		
9. Description of group:conservative vs. liberal sex standards (0=very conservative; 4=very liberal)	$\bar{x}$	2.30	2.17	1.87
	s.d.	1.32	1.25	1.22
	N	297.	352.	656.
	F =	14.944[d]		
10. Group interest in university-related issues (0=very low; 15=very high)	$\bar{x}$	8.40	9.67	10.35
	s.d.	3.40	3.75	3.22
	N	179.	246.	423.
	F =	20.598[d]		
11. Group interest in political issues (0=very low; 6=very high)	$\bar{x}$	4.16	2.86	2.77
	s.d.	1.89	1.92	1.97
	N	131.	221.	419.
	F =	26.972[d]		

		Below Average	Average	Above Average
12. Group interest in religion (0=very low; 4=very high)	$\bar{x}$	2.05	1.96	2.54
	s.d.	1.46	1.24	1.27
	N	295.	350.	641.
	F =	27.362[d]		
13. Group interest in intellectual issues (0=very low; 8=very high)	$\bar{x}$	5.42	5.06	5.20
	s.d.	1.85	1.91	1.77
	N	295.	356.	641.
	F =	3.120[b]		
14. Group interest in social life (0=very low; 8=very high)	$\bar{x}$	3.99	5.41	5.17
	s.d.	2.08	1.85	1.90
	N	289.	351.	640.
	F =	49.830[d]		
B. R'S INTERESTS AND VALUES				
15. Self description:politically conservative vs. liberal (0=very conservative; 4=very liberal)	$\bar{x}$	2.61	1.88	1.76
	s.d.	1.39	1.33	1.22
	N	306.	358.	663.
	F =	47.380[d]		
16. Self-description:conventional vs. unconventional (0=very conventional; 4=very unconventional)	$\bar{x}$	2.35	2.04	1.90
	s.d.	1.18	1.16	1.13
	N	307.	361.	660.
	F =	16.529[d]		
17. Self-description: accept vs. reject traditional religion (0=very traditional; 4=very untraditional)	$\bar{x}$	2.16	1.63	1.45
	s.d.	1.49	1.36	1.27
	N	305.	361.	661.
	F =	29.038[d]		

			Below Average	Average	Above Averag
18.	Self-description:unintellectual vs. intellectual (0=very unintellectual; 4=very intellectual)	$\bar{x}$	2.85	2.80	2.70
		s.d.	.83	.84	.86
		N	304.	360.	661.
		F	3.822[b]		
19.	Self-description:pro- vs. anti-social life (0=very pro-social life; 4=very anti-social life)	$\bar{x}$	2.08	1.77	1.81
		s.d.	1.11	1.18	1.11
		N	304.	358.	660.
		F =	7.806[d]		
20.	Self-description:anti- vs. pro-academic (0=very anti-academic; 4=very pro-academic)	$\bar{x}$	2.58	2.75	2.75
		s.d.	1.02	1.04	.92
		N	304.	359.	664.
		F =	3.451[b]		
21.	Self-description:positive vs. negative toward fraternities and sororities (0=very positive; 4=very negative)	$\bar{x}$	2.23	1.22	1.28
		s.d.	1.35	1.13	1.23
		N	306.	359.	663.
		F =	73.403[d]		
22.	Self-description:pro- vs. anti-Vietnam war (0=very pro-; 4=very anti-)	$\bar{x}$	2.34	1.93	1.87
		s.d.	1.41	1.26	1.24
		N	302.	357.	659.
		F =	14.617[d]		
23.	Self-description:conservative vs. liberal sex standards (0=very conservative; 4=very liberal)	$\bar{x}$	2.29	2.16	1.89
		s.d.	1.49	1.38	1.40
		N	305.	360.	662.
		F =	9.924[d]		

		Below Average	Average	Above Average
24. Self-description:interest in religion (0=very low; 4=very high)	$\bar{x}$	2.13	2.16	2.76
	s.d.	1.59	1.48	1.34
	N	298.	358.	649.
	F =	28.992[d]		
25. Self-description:interest in campus-political issues (0=very low; 12=very high)	$\bar{x}$	8.65	7.38	7.07
	s.d.	2.59	2.61	2.71
	N	301.	355.	646.
	F =	37.075[d]		
26. Self-description:interest in intellectual issues (0=very low; 8=very high)	$\bar{x}$	6.39	5.91	5.80
	s.d.	1.69	1.93	1.81
	N	299.	361.	648.
	F =	11.027[d]		
27. Self-description:interest in social life (0=very low; 8=very high)	$\bar{x}$	3.82	4.84	4.89
	s.d.	2.06	1.97	1.88
	N	299.	358.	645.
	F =	33.451[d]		
C. GROUP ATMOSPHERE AND PROCESS				
28. Description of group:closed vs. open (0=very closed; 4=very open)	$\bar{x}$	2.77	2.35	2.32
	s.d.	1.33	1.26	1.30
	N	302.	351.	651.
	F =	13.413[d]		
29. Description of group:cold vs. warm (0=very cold; 4=very warm)	$\bar{x}$	2.79	2.82	3.13
	s.d.	.96	.94	.89
	N	301.	357.	657.
	F =	19.509[d]		

		Below Average	Average	Above Avera
30. Description of group: tense vs. relaxed (0=very tense; 4=very relaxed)	$\bar{x}$	3.05	3.02	3.22
	s.d.	.93	.91	.89
	N	299.	357.	661.
	F =	7.271[d]		
31. Amount of socializing at group functions (0=none; 4=a great deal)	$\bar{x}$	3.03	3.17	3.16
	s.d.	.95	.89	.83
	N	186.	260.	451.
	F =	1.726[a]		
32 Basis of power: rank of admire and respect (0=lowest rank; 4=highest rank)	$\bar{x}$	3.04	2.75	3.03
	s.d.	1.08	1.18	1.07
	N	162.	237.	412.
	F =	5.393[c]		
33. Basis of power: rank of competence and good judgment (0=lowest rank; 4=highest rank)	$\bar{x}$	2.67	2.62	2.70
	s.d.	1.13	2.00	1.17
	N	162.	239.	410.
	F =	.381[a]		
34. Basis of power: rank of special rewards (0=lowest rank; 4=highest rank)	$\bar{x}$	1.84	1.52	1.64
	s.d.	1.13	1.08	1.05
	N	158.	231.	396.
	F =	4.144[b]		
35. Basis of power: rank of negative sanctions (0=lowest rank; 4=highest rank)	$\bar{x}$	.52	.74	.66
	s.d.	1.02	1.11	1.19
	N	154.	231.	400.
	F =	1.675[a]		

		Below Average	Average	Above Average
36.* Basis of power: rank of legitimacy (0=lowest rank; 4=highest rank)	$\bar{x}$	2.13	2.54	2.18
	s.d.	1.28	1.36	1.25
	N	162.	239.	414.
	F =	7.130[d]		
37. Influence on group from members (0=low; 3=very high)	$\bar{x}$	1.69	1.84	1.96
	s.d.	.814	.663	.692
	N	184.	262.	444.
	F =	9.760[d]		
38. Group's normative pressure on member values (0=very low; 15=very high)	$\bar{x}$	7.33	8.02	8.87
	s.d.	3.43	3.20	2.85
	N	249.	321.	590.
	F =	23.966[d]		

*The question was:

"Even though some members may disapprove of or disagree with certain aspects of their groups, on the whole they and other members tend to go along with the main program of the group. People have different reasons for this. Listed below are five reasons given by people when they are asked why they do things their groups suggest or want them to do. Please read all five carefully. The number them according to their importance to you as reasons for doing the things your group suggests or wants you to do."

GIVE RANK "1" TO THE MOST IMPORTANT FACTOR, "2" TO THE NEXT, ETC.

___A. "I admire and respect the group and the people in it and go along with them even when I sometimes disagree."

___B. "I respect the competence and good judgement of people in the group about things with which they are more experienced than I."

___C. "The group or people in it can give special support, help and attention to those who go along with the program."

___D. "The group or the people in it can make things uncomfortable for those who do not go along with the program."

___E. " The group has a legitimate right to expect that members will carry out the program."

		Below Average	Average	Above Aver
39. Perceived pressure to participate in group (0=very low; 8=very high)	$\bar{x}$	3.58	5.19	5.07
	s.d.	2.27	1.76	1.79
	N	289.	359.	647.
	F =	73.063[d]		
40. Perceived effectiveness of the group (0=very low; 6=very high)	$\bar{x}$	4.45	4.69	4.77
	s.d.	1.32	1.13	1.00
	N	157.	225.	389.
	F =	4.542[b]		
D. RECRUITMENT, INVOLVEMENT IN THE GROUP				
41. Joined group via ads, public campaigns (0=not impersonal; 2=most impersonal)	$\bar{x}$	.72	.23	.31
	s.d.	.78	.50	.59
	N	315.	367.	676.
	F =	61.488[d]		
42. Joined group via someone back home (0=no mention; 1=one mention)	$\bar{x}$	.62	.69	.70
	s.d.	.80	.78	.82
	N	315.	368.	672.
	F =	1.158[a]		
43. Joined group because friends belonged or were going to join (0=no mention; 1=one mention)	$\bar{x}$	.15	.27	.18
	s.d.	.36	.44	.38
	N	317.	372.	676.
	F =	9.250[d]		
44. Joined group because of group's values, goals, beliefs (0=no mention; 1 = one mention)	$\bar{x}$	.77	.60	.68
	s.d.	.42	.49	.47
	N	315.	365.	672.
	F =	11.853		

		Below Average	Average	Above Average
45. Joined group because of group's activities, programs (0=no mention; 1=one mention)	$\bar{x}$	.68	.67	.69
	s.d.	.47	.47	.46
	N	315.	365.	672.
	F =	.250[a]		
46. Length of membership in group (0=less than one month; 5 = three years or more)	$\bar{x}$	2.09	2.36	2.52
	s.d.	1.13	1.21	1.11
	N	199.	307.	596.
	F =	1.189[a]		
47. Degree of participation in group (0=very low; 9=very high)	$\bar{x}$	4.43	5.35	5.76
	s.d.	2.20	1.86	1.91
	N	399.	399.	596.
	F =	53.960[d]		
48. Participation in leadership positions (0=very low; 9=very high)	$\bar{x}$	5.21	6.84	7.37
	s.d.	4.56	4.26	4.09
	N	112.	130.	250.
	F =	10.043[d]		
49. Attraction to the group (0=very low; 6=very high)	$\bar{x}$	2.17	3.15	3.54
	s.d.	1.87	1.87	1.68
	N	514.	504.	809.
	F =	93.430[d]		
50. Commitment to the group (0=very low; 8=very high)	$\bar{x}$	5.24	5.70	6.18
	s.d.	2.26	2.19	1.91
	N	300.	361.	653.
	F =	21.732[d]		

		Below Average	Average	Above Aver.
51. R's agreement with the beliefs and values of the group (0=very low; 4=very high)	$\bar{x}$	2.77	2.68	2.75
	s.d.	1.02	1.08	1.03
	N	498.	488.	797.
	F =	.831[a]		
52. Sense of differences between R and the group (0=no difference; 24=a great deal of difference)	$\bar{x}$	8.89	8.37	8.05
	s.d.	3.23	3.41	3.33
	N	303.	360.	662.
	F =	6.666[c]		
53. Intimacy (0=very low; 29=very high)	$\bar{x}$	10.87	14.71	16.68
	s.d.	7.50	6.23	5.75
	N	155.	205.	344.
	F =	40.603[d]		
54. Self-perceived change as a result of group membership (0=very low; 6=very high)	$\bar{x}$	2.57	2.29	3.02
	s.d.	1.98	1.63	1.68
	N	187.	259.	434.
	F =	15.092[d]		

---

[a] $p > .05$
[b] $.05 > p > .01$
[c] $.01 > p > .001$
[d] $p < .001$

Both the items on group interests and the respondents' own interests tell us very much the same story. The groups with the lowest return rates were the most avant garde sectors of the student body: they were most politically liberal and most interested in political issues, most unconventional, least traditional religiously, most against

conventional social life and fraternities and sororities[1], most liberal in their sexual attitudes, most intellectual in their interests (though not the most academic). The responses of members in low-return groups to each of these items represent one facet of the system of values most identified with the nonconformist student subculture, which sharply differentiates these students from those in groups within the other response-rate categories.

The differences between the Average and Above Average groups are not great. The Above Average category was the least liberal in sexual attitudes, which was possibly connected with members' greater interest in religious questions and their religious traditionalism; they also saw their groups as being most interested in campus activities. Students in the Average category rated their groups as highest in academic interest and social life.[2]

The group atmosphere and process variables suggest the supports, inducements and pressures operating on members which may have had an impact on the inclination to fill out our questionnaires. Members in the Below Average category described their group as most "open" (the meaning ascribed to this item is unclear, but it seems to relate to the liberalism and unconventionality we noted above), but not as particularly warm, relaxed or offering a great deal of sociability among members. Normative pressures on values and pressures to participate were weakest in these groups, as was perceived impact of members on the group. The groups were also seen as least effective.

The Above Average groups, at the other extreme, were described as most warm, most relaxed, as putting the most pressure on members' values (but not on participation), and as most effective in reaching their goals.

The Average groups show a pattern of more formal, less affective group processes: members ranked "legitimate right" and "negative sanctions" highest as reasons for going along with group demands, while they ranked "admire and respect group members" lowest as a reason for going along (see items 32, 35 and 36). They reported the group as exerting the greatest pressure on members to participate in various activities.

The involvement of the respondents in their groups (section D) give a clear picture: by almost any measure, the Below Average groups show a pattern of least commitment, participation, attraction, and closeness. Not unexpectedly, people joined these groups because of the values they espoused, and recruitment tended to be through impersonal channels such as ads in the student newspaper.

The Above Average groups show the opposite pattern of greatest involvement and connectedness among their members; they show the longest

---

[1]This is despite the fact that thirty percent of the students in the Below Average Return Rate category were fraternity or sorority members.

[2]73% of the people in the Above Average category and 62% in the Average group were in fraternities and sororities.

average period of membership and the greatest sense of personal change as a result of group membership.

The Average groups usually fall somewhere in the middle on these variables, although members were more likely to report joining the group along with friends. They also perceived themselves least as changing as a result of group membership.

To summarize: the Below Average groups were highly liberal in every way we tapped liberalism; they were most intellectual and political in their interests. The groups were open--so open, it appears, that there was little group pressure or support for much of anything, including the answering of questionnaires. These groups were low in sense of effectiveness in reaching their goals and weak in loyalty and commitment to other group members, values, and activities. It is, therefore, not a surprise that it was difficult to extract cooperation for our study from such loosely organized groups.

The Above Average groups were more conservative in their values and more religious. They were also extremely powerful groups by all our measures; they commanded the commitment of their members, offered the most comfortable, affective environment, gave members a sense of goal-achievement, exerted strong pressure on values but at the same time led members to feel that they could have an influence on their groups.

The Average groups lay between the other categories in the measures of loyalty, commitment, and attraction. They seem to have offered less support for adherence to group norms than did the Above Average groups and to have relied more on formal, instrumental inducements and constraints. More coherent than the Below Average groups but less cohesive than the Above Average groups, there was enough group pressure to muster a respectable response to our study but not an overwhelming one.

We asked ourselves the further question: are the findings for the Below Average groups descriptive of the groups or are they more descriptive of the members who happened to fill out our questionnaires? If the latter is the case, we are led back to the question of bias--but in a direction that is the opposite of what is usually expected in analysis of bias in survey research. Particularly in questions tapping members' relations to the group--participation rates, length of membership, commitment, attraction, and so on--one would expect to find that respondents in the low return groups would report greater participation, etc. than respondents in the high return groups, since, it would be assumed normally, the least involved members would be under-represented and the most involved over-represented. Instead, we find that the respondents from the low return groups were lowest of all three categories on these measures of involvement and commitment.

Could it be that the bias effects were indeed going in the other direction, that the most active, committed people were least likely to cooperate while the least active people were most likely to respond? We went back to our records, where we had recorded ratings by officers of those members who had been active in the groups in the academic year 1965-1966 and computed the proportions of active and inactive members

who returned the long form of the questionnaire either in the spring or the fall. We found no differences between actives and inactives when

TABLE D-2

Proportions of Active vs. Other Members Returning Long Form in Below-Average Return Rate Groups

	Actives	Others
Group 2	22%	8%
Group 6	4	17
Group 8	32	8
Group 11	14	21
Group 19	17	20
Group 25	25	14
Total Below Average Return Rate	19	16

all the Below Average groups were combined into one category; when we examined the groups singly, however, we discovered that active members of group 6, the leftwing political group, were under-represented among the respondents. To a lesser extent, groups 11 and 19, both fraternities, work the same way. Thus, we have a clear bias in group 6 toward the over-representation of recent, less active recruits and a similar, though less strong, bias in groups 11 and 19, factors for which we will have to make allowances in our analysis of the separate groups.

Another way to look at bias is to examine the differences among respondents who filled out the various forms of the questionnaire--the spring 1966 longest questionnaire taken by old members only, the fall 1966 slightly shorter form for old members, the fall 1966 even shorter questionnaire taken by new members, and the shortest "quickie" form filled out at the end of the administration period by both old and new members who had not responded to the longer forms. It is reasonable to expect that "quickie" respondents, as compared to people who filled out the longer questionnaires, would show less involvement, attraction, and commitment to the groups. Differences between spring and fall old members on these variables should be less pronounced. Table D-3 shows the mean responses and standard deviations for a selected set of questions in different forms of the questionnaire (we do not, of course, have all the information for all groups since each successive questionnaire became more abbreviated). T-test comparisons are shown for the following groups: spring vs. fall old members; spring vs. "quickie" old members; fall vs. "quickie" old members; fall vs. "quickie" new members.

TABLE D-3

Mean Responses in the Different Administrations of the Questionnaire

(Highest mean score is underlined)

		Old members			New members	
		Spring 1966	Fall 1966	Quickie	Fall 1966	Qui
A. RECRUITMENT+INVOLVEMENT IN GROUP						
1. When first associated with group (0=first year; 5=sixth year or more)	x	.35	.22	<u>.42</u>	.30	
	s.d.	.70	.58	.92	.62	
	N	649.	246.	324.	410.	16(
	Spring vs. Fall Old Members: t=2.595 < .01					
	Spring vs. Quickie Old Members: t=-1.32 NS					
	Fall vs. Quickie Old Members: t=-2.985< .01					
	Fall vs. Quickie New Members: t=.469 NS					
2. Joined group via ads, public campaign (0=not impersonal; 2=most impersonal)	$\bar{x}$	.41	.34		.36	
	s.d.	.66	.65		.61	
	N	690.	254.		414.	
	S vs F OM: t=1.45 NS					
3. Length of membership (0=less than month; 65=65 months)	$\bar{x}$	<u>19.17</u>	15.05	18.22	1.0	
	s.d.	13.26	10.09	13.81	0	
	N	673.	240.	341.	181.	10
	S vs F OM: t=4.378 < .001					
	S vs Q OM: t=1.063 NS					
	F vs Q OM: t=6.525 < .001					
4. Degree of participation (0=very low; 9=very high)	$\bar{x}$	5.81	<u>6.44</u>	3.99		
	s.d.	1.79	1.52	2.01		
	N	681.	229.	339.		14
	S vs F OM: t=-4.776< .001					
	S vs Q OM: t=14.676 < .001					
	F vs Q OM: T=15.647 < .001					

		Old Members			New Members	
		Spring 1966	Fall 1966	Quickie	Fall 1966	Quickie
5. Importance of the group (1=crucial; 4=not important)	$\bar{x}$	2.48	2.41	3.07	2.50	3.15
	s.d.	.92	.86	.88	.91	.87
	N	683.	247.	355.	404.	159.
	S vs F OM: t=1.042 NS S vs Q OM: t=-9.946 < .001 F vs Q OM: t=-9.127 < .001 F vs Q NM t= -7.714 < .001					
6. Sense of belonging (1=little; 4=strong)	$\bar{x}$	2.91	2.96	2.30	2.76	2.07
	s.d.	1.02	.98	1.12	1.08	1.05
	N	681.	250.	358.	411.	158.
	S vs F OM: t=-0.67 NS S vs Q OM: t=8.85 < .001 F vs Q OM: t=7.512 < .001 F vs Q NM: t=6.87 < .001					
7. Attraction to the group (0=very low; 6=very high)	$\bar{x}$	3.42	3.53	2.24	3.27	1.94
	s.d.	1.79	1.67	1.85	1.78	1.83
	N	676.	244.	354.	396.	157.
	S vs F OM: t=-0.837 NS S vs Q OM: t=9,93 .001 F vs Q OM: t=8.706 .001 F vs Q NM t=13.75 .001					
8. Commitment to the group (0=very low; 8=very high)	$\bar{x}$	5.94	5.70		5.74	
	s.d.	2.08	2.23		2.08	
	N	671.	238.		405.	
	S vs F OM: t=1.499 NS					
9. R's agreement with the beliefs and values of the group (0=very low; 4=very high)	$\bar{x}$	2.81	2.48	2.64	2.76	2.97
	s.d.	1.03	1.02	1.20	.85	1.09
	N	635.	236.	354.	402.	156.
	S vs F OM: t=4.212 < .001 S vs Q OM: t=2.344 < .02 F vs Q OM: t=-1.681 NS F vs Q NM: t=-2.409 < .02					

183

		Old members			New members	
		Spring 1966	Fall 1966	Quickie	Fall 1966	Quicki
10. Proportion of best friends at U in group (0=none; 10=100%)	$\bar{x}$	5.12	5.65		3.90	
	s.d.	2.99	2.71		3.02	
	N	680.	238.		405.	
	S vs F OM: t=-2.408 < .02					
11. Number of good friends in group (1=none; 7=greater than 20)	$\bar{x}$	3.96	3.98	3.31		2.9
	s.d.	1.61	1.31	1.51		1.5
	N	679.	230.	351.		151.
	S vs F OM: t=-0.17 NS					
	S vs Q OM: t=6.269 < .001					
	F vs Q OM: t=5.502 < .001					

B. GROUP INTERESTS AND VALUES

12. Description of group: politically conservative vs. liberal (0=very conservative; 4=very liberal)	$\bar{x}$	2.14	1.92	
	s.d.	1.09	1.23	
	N	668.	247.	
	S vs F OM: t=2.615 < .02			
13. Description of group: conventional vs. unconventional (0=very conventional; 4=very unconventional)	$\bar{x}$	1.78	1.85	
	s.d.	1.11	1.24	
	N	668.	247.	
	S vs F OM: t=-0.819 NS			
14. Description of group: accept vs. reject traditional religion (0=very traditional; 4=very untraditional)	$\bar{x}$	1.57	1.82	
	s.d.	1.01	1.09	
	N	648.	243.	
	S vs F OM: t=-3.233 <.01			

		Old members			New members	
		Spring 1966	Fall 1966	Quickie	Fall 1966	Quickie
15. Description of group: pro vs. anti-Vietnam war (0=very pro-; 4=very anti-)	$\bar{x}$	1.94	2.11			
	s.d.	.98	1.19			
	N	648.	243.			
	S vs F OM:	t=-2.17 < .05				
16. Description of group: conservative vs. liberal sex standards (0=very conservative; 4=very liberal)	$\bar{x}$	1.95	2.39			
	s.d.	1.23	1.25			
	N	662.	247.			
	S vs F OM:	t=-4.775 < .001				
17. Group interest in campus-political issues (0=very low; 12=very high)	$\bar{x}$	7.63	7.17			
	s.d.	2.53	2.89			
	N	643.	236.			
	S vs F OM:	t=2.295 < .05				
18. Group interest in intellectual issues (0=very low; 8=very high)	$\bar{x}$	5.24	4.64			
	s.d.	1.79	1.95			
	N	648.	238.			
	S vs F OM:	t=4.313 < .001				
19. Group interest in social life (0=very low; 8=very high)	$\bar{x}$	4.85	5.48			
	s.d.	1.83	2.10			
	N	649.	232.			
	S vs F OM:	t=-4.32 < .001				

		Old members 1966 Spring	Old members Fall 1966	Quickie	New members Fall 1966	New members Quicki
C.. R'S INTERESTS AND VALUES						
20. Self-description: politically conservative vs. liberal (0=very conservative; 4= very liberal)	$\bar{x}$	1.99	2.03			
	s.d.	1.31	1.38			
	N	675.	246.			
	S vs F OM:	t=0.404	NS			
21. Self-description: conventional vs. unconventional (0=very conventional; 4= very unconventional)	$\bar{x}$	2.02	2.07			
	s.d.	1.14	1.24			
	N	674.	246.			
	S vs F OM:	t=0.575	NS			
22. Self-description: accept vs. reject traditional religion (0=very traditional; 4= very untraditional)	$\bar{x}$	1.67	2.00			
	s.d.	1.30	1.44			
	N	673.	247.			
	S vs F OM:	t=3.312	< .001			
23. Self-description: pro- vs. anti-Vietnam war (0=very pro-; 4=very anti-)	$\bar{x}$	1.97	2.12			
	s.d.	1.25	1.44			
	N	669.	245.			
	S vs F OM:	t=1.54	NS			
24. Self-description: conservative vs. liberal sex standards (0=very conservative; 4= very liberal)	$\bar{x}$	2.09	2.37			
	s.d.	1.40	1.40			
	N	674.	249.			
	S vs F OM:	t=-2.697	< .01			

		Old members			New members	
		Spring 1966	Fall 1966	Quickie	Fall 1966	Quickie
25. Self-description: interest in campus-political issues (0=very low; 12=very high)	$\bar{x}$	7.44	7.09			
	s.d.	2.67	2.87			
	N	657.	238.			
	S vs F OM:	t=1.697	NS			
26. Self-description: interest in intellectual issues (0=very low; 8=very high)	$\bar{x}$	5.92	5.50			
	s.d.	1.83	2.06			
	N	659.	241.			
	S vs F OM:	t=2.944 < .01				
27. Self-description: interest in social life (0=very low; 8=very high)	$\bar{x}$	4.61	4.63			
	s.d.	1.97	2.15			
	N	655.	240.			
	S vs F OM:	t=-0.131	NS			
D. GROUP ATMOSPHERE AND PROCESS						
28. Description of group: closed vs. open (0=very closed; 4=very open)	$\bar{x}$	2.34	2.31			
	s.d.	1.27	1.31			
	N	666.	239.			
	S vs F OM:	t=0.31	NS			
29. Perceived pressure to participate in group (0=very low; 8=very high)	$\bar{x}$	5.00	4.82			
	s.d.	1.95	1.88			
	N	648.	245.			
	S vs F OM:	t=1.242	NS			

[a] $p > .05$
[b] $.05 > p > .01$
[c] $.01 > p > .001$
[d] $p < .001$

First, let us compare spring old members and fall old members. Items 1 and 3 indicate that those who answered the questionnaire in the fall were recruited earlier in their college careers but had been members for less time than the spring respondents. Yet on measures of involvement, the fall respondents do not appear to be very different from the spring respondents: although they reported greater participation (does this mean that recent recruits are most involved in group activities?), fall respondents viewed the group as just as important, had as strong a sense of belonging, attraction, and commitment, and had as many friends in the group as spring respondents. They did, however, feel somewhat less agreement with the beliefs and values of the group.

Turning to items on perceptions of group interests and values, we see that although the spring old members on the average described their groups as most liberal politically, this does not hold for three of the four specific items, on which the fall old members more often ranked their groups as liberal (items 14, 15 and 16). This may be an indication of societal changes in attitudes toward the Vietnam war and toward sexual standards that intervened between the spring and fall administrations.

Spring respondents rated their groups higher on interest in campus and political issues and in intellectual issues, while fall members saw their groups as having greater interest in social life.

Is there anything about the values and interests of the two groups of old member respondents which might differentiate them? In general, the responses to the items listed under heading C parallel the descriptions of group interests and values, although the difference in self-descriptions are more muted. However, fall 1966 old members were more liberal on religion and sex and less intellectual.

It is interesting that spring members did not report significantly more pressure to participate in the group, even though they did participate in group activities to a lesser extent than fall members. Their alacrity in responding to our questionnaire seems to be based on their longer membership in their groups and on their overall sense of agreement with group values. Fall members, however, cannot be described as less committed (indeed, a higher proportion of best friends in the university were also members of the group for which they were selected); rather, they appear to be newer recruits who may not have felt knowledgeable enough to complete the long questionnaire when we first approached them. Their greater liberalism on religion and sex and their lesser interest in intellectual matters may have influenced their response to our long questionnaire also. Or, to put it another way: the spring respondents may have been closer to Protestant ethic values and motivations, which certainly would have helped anyone to get through our heavy questionnaire.

The comparison of "quickie" respondents yields about what we initially expected: both sets of "quickie" respondents, old and new members, participated less than the other response groups, felt least attraction, sense of belonging, attachment of importance, and had the fewest friends in their respective organizations. Old member "quickie" respondents joined

their organizations later and had been members longer than the fall old member group. We cannot know with absolute certainty whether these "quickie" respondents were at one time committed members whose interest in the group waned, or whether they maintained a consistently low level of commitment throughout their association. However, we were able to check on this indirectly by looking at responses to questions about continuous vs. intermittent contact over the years. Both old and new "quickie" respondents reported more intermittent contact with their groups overall.[3] It seems likely, then, that the "quickie" respondents were marginal members not only at the time we conducted our study but during most of their association.

This was not necessarily because of conflict or open dispute with their groups: item 9 in Table D-3 indicates that new member "quickies" felt a higher level of agreement with their groups than did new members who filled out the long form, and that "quickie" old members were more in agreement with their groups than were fall old members (but not more than spring old members). We can pretty well discount, then, ideological difference as a basis for the weak response of the "quickies"; rather, these were just people who for whatever reason--age, conflicting demands--"associated" with their groups but did not really participate to a great extent throughout their connection. We view this finding affirmatively, since it adds the breadth of participation in our sample that we so carefully sought. This means, however, that we will have only a limited amount of information about the groups from peripheral members and that, in many analyses, most descriptions will come from (and be most applicable to) more centrally involved members--with the exception of group 6, where we have learned the reverse is true.

[3]Based on responses to the question "Have you been associated continually (or intermittently) with your group since (you first became associated with it)?" he proportions reporting intermittent contact in the different response categories are: Spring Old Members: 17%; Fall Old Members: 9%; "Quickie" Old Members: 48%; "Quickie" New Members; 55%.